

VISIT...

LANZAROTE
Caliente.COM

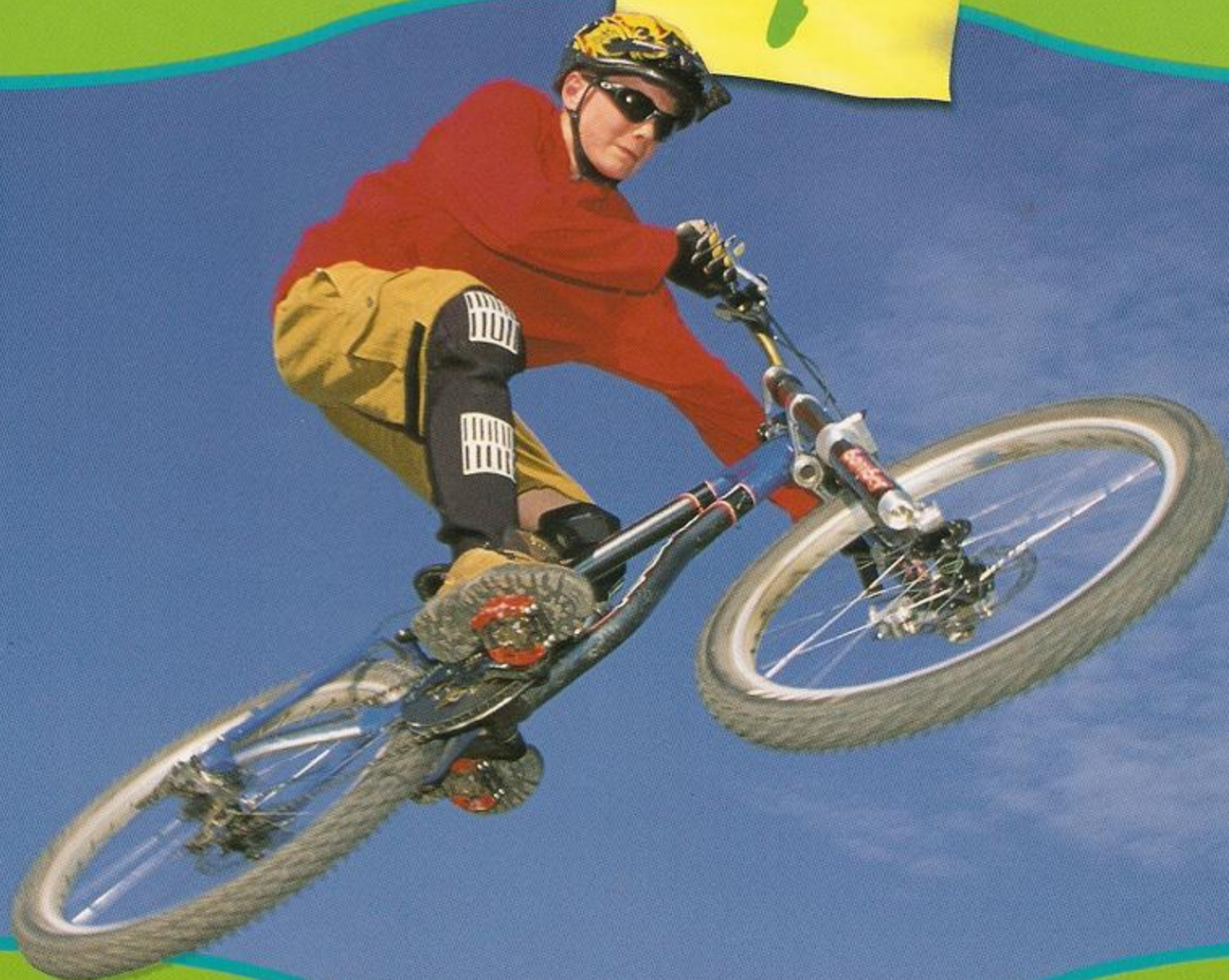
OXFORD LITERACY WEB

From
reading
to *writing*

Launch ^{into} **Literacy**

Book

4



Jane Medwell ◆ Maureen Lewis

Launch into Literacy

Book  4

Jane Medwell
Maureen Lewis

OXFORD
UNIVERSITY PRESS

Miss Ola

Contents

There is no time limit on the sessions and teachers will want to exercise their own skill and judgement when planning



= whole class work

NLS planning chart

iv–v

UNIT 1

Lead lesson –



1 or 3 sessions

1 session

1 session

1 session

1 session

1 session

1 session



2 sessions

1 session

1 session

2–3 sessions

Writing to inform

The biography of Mary Seacole	4–5
Comprehension and vocabulary	6
Words from Greek and Latin	7
More word origins	8
Facts and opinions	9
Implicit and explicit views	10
Punctuation of complex sentences	11

Mary Seacole	12–13
--------------	-------

Starting in the middle	14
------------------------	----

Closing a biography	15
---------------------	----

Writing a biographical account	16–17
--------------------------------	-------



UNIT 2

Lead lesson –



1 or 3 sessions

1 session

1 session

1 session

1 session

1 session

1 session



2 sessions

1 session

1 session

2–3 sessions

Writing to express

Macbeth (a play)	18–19
Comprehension and vocabulary	20
Views and attitudes in literature	21
Old words, old views	22
Poetic language	23
Writing a spell	24
Colons, commas and semi-colons	25

Macbeth meets the witches	26–27
---------------------------	-------

Using semi-colons	28
-------------------	----

Parenthesis – adding explanation	29
----------------------------------	----

Writing a modern version of a poem	30–31
------------------------------------	-------



UNIT 3



Lead lesson –

1 or 3 sessions

1 session

1 session

1 session

1 session



2 sessions

1 session

1 session

1 session

1 session

1 session

2–3 sessions

Writing to entertain

Carrie's War (a novel)	32–33
Comprehension and vocabulary	34
Setting	35
Structuring paragraphs	36
Active and passive verbs	37
Goodnight Mister Tom	38–39
Slogans and proverbs	40
Another point of view	41
A point of view	42
Mnemonics	43
Revising clauses	43
Writing a historical story	44–45



UNIT 4



Lead lesson –

1 or 3 sessions

1 session

1 session

1 session

1 session

1 session



2 sessions

1 session

1 session

1 session

1 session

2–3 sessions

Writing to discuss

Tails fan anti-docking debate (a discussion document)	46–47
Comprehension and vocabulary	48
Expanding a point	49
Proverbs	49
Animal testing: For and against	50
Facts and opinions	51
The Zoo Debate	52–53
Switching arguments	54
Conditional sentences	55
Letter writing	56
Inflated language	57
Writing a discussion paper	58–59



UNIT 5



Lead lesson –

1 or 3 sessions

1 session

1 session

1 session

1 session

1 session

1 session



2 sessions

1 session

1 session

2–3 sessions

Writing to explain

How machines work (explanation)	60–61
Comprehension and vocabulary	62
Joining sentences: cause and effect	63
Creating new words	64
Mixed texts	65
Anagrams and palindromes	66
Pangrams and lipograms	67
Another explanation	68–69
Compound and complex sentences	70
Verb tenses	71
Writing an explanation	72–73
Glossary	74–77



NLS planning chart

	Genre focus	Range of texts	Text features	Reading skills
UNIT 1	TERM 1 Writing to inform: biographies and autobiographies	biography autobiography dictionaries atlas newspaper reports	background information chronological order key events facts and opinions conclusions newspaper reports recounts	literal and inferential comprehension implicit and explicit views using a range of dictionaries using an atlas reading a time line
UNIT 2	TERM 1 Writing to express: playscripts and poetry	Macbeth narrative poems	dialogue stage directions values and views in literature paragraph structures similes and metaphors	literal and inferential comprehension rhythm, rhyme understanding early modern English
UNIT 3	TERM 2 Writing to entertain: historical novels	historical stories	treatment of time (flashbacks) narrative opening images to create atmosphere paragraph structure similes and metaphors setting anthropomorphism point of view	literal and inferential comprehension dialect and standard English evaluating the writer's point of view
UNIT 4	TERM 2 Writing to discuss: discussion documents	newspaper articles discussion texts headlines proverbs letters	statement of issue arguments for arguments against	reading explanations literal and inferential comprehension questions facts and opinions using a dictionary
UNIT 5	TERM 3 Writing to explain: written explanations	explanations leaflets lists	statement + details technical vocabulary diagrams	reading explanations literal and inferential comprehension questions using a dictionary

Writing skills	Grammar	Punctuation	Word level
writing biography brainstorming setting questions drafting using paragraphs revising writing genre exchange: from biography to autobiography writing a newspaper report	first and third person proper nouns clauses past tense	complex sentences commas	word origins alphabetical order positive and negative words definitions
writing poetry in a given form drafting revising word order in sentences writing a modern version of a classic text	brackets, commas and dashes for parentheses	semi-colons colons commas	rhyme, rhythm archaic words word order suffixes
writing a historical story planning drafting	active and passive verbs subject, agent clauses	semi-colons	vocabulary suffixes mnemonics old-fashioned words dialect and accent
writing a discussion writing headlines proverbs letters brainstorming drafting paragraphs revised writing	contrastive connectives conditional sentences modal verbs	laying out speech using appropriate marks to punctuate a letter	definitions inflated language persuasive words and phrases word play—puns
writing an explanation listing factors adding reasons creating causal sentences drafting revising writing writing a leaflet writing a slogan	causal conjunctions main clauses subordinate clauses complex sentences compound sentences past, present and future tense	punctuating complex sentences	creating new words alphabetical order anagrams palindromes pangrams lipograms definitions

Writing to inform

In this unit you will study how biographies and autobiographies are written. At the end of the unit you will plan, draft and write a biographical account of your own.

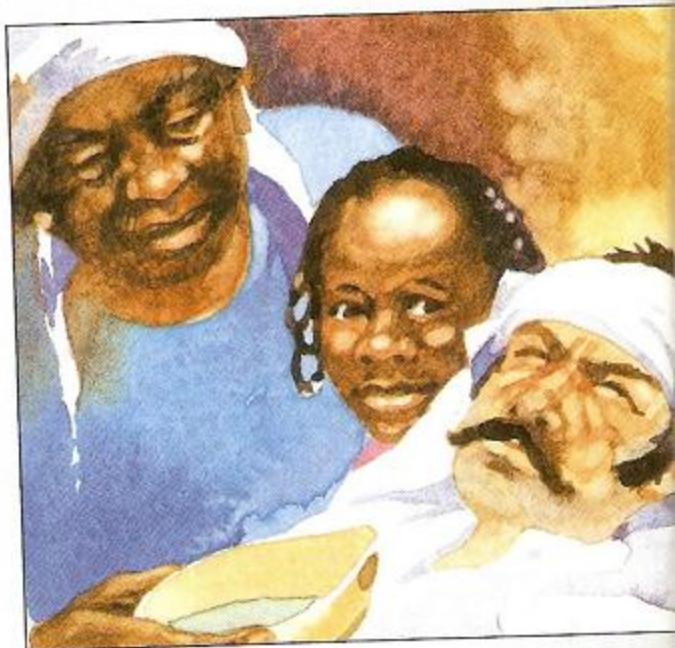
background
information on
Mary's family

The Biography of Mary Seacole

Growing up in Kingston

Mary was born in Kingston, Jamaica in 1805. Her mother had been a slave, from Africa, who had gained her freedom. She had worked hard growing vegetables on a small piece of land and had saved up enough money to buy an inn. At that time there were many British soldiers and sailors in Kingston. Mary's mother had married a Scottish officer. They had three children – Mary, Edward and Louisa.

Mary's mother had learned to use the herbs that grew in Jamaica to treat illnesses. She often looked after the British officers and their wives who stayed in Kingston. Mary often watched her mother looking after sick and wounded officers. By the time she was 12, she was helping her mother to treat her patients.



This implies
she learnt from
her mother

events in
chronological
order

Travel and marriage

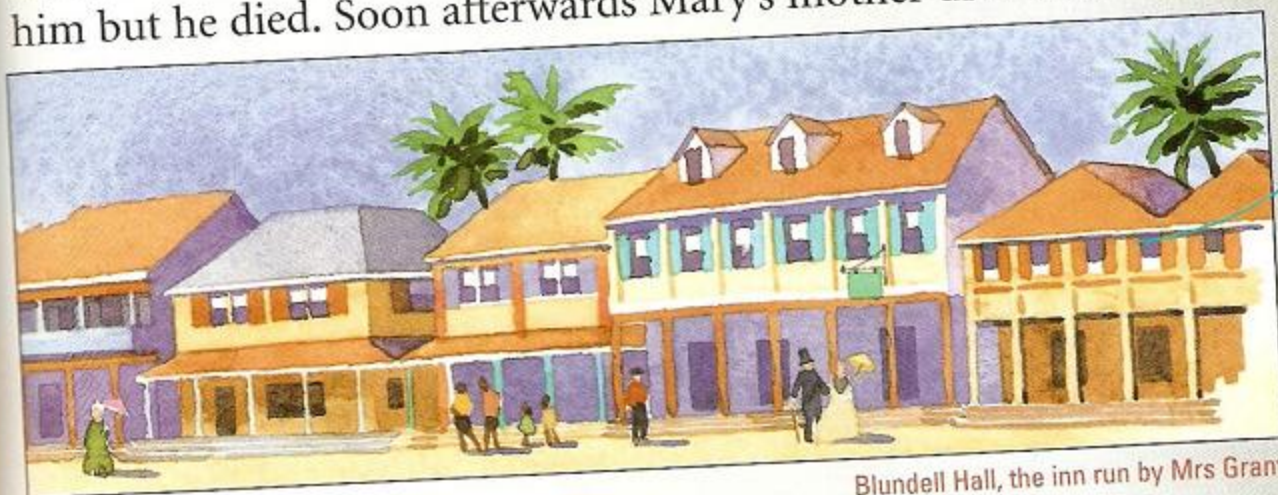
When Mary was 12, she visited England with some of her relatives. She stayed in England for a year. She was called names by other children because she was black. Nonetheless, she went back to London many times. By the time she was 20, she had also been to other Caribbean islands to see what she could buy and sell.

Text features:
events in order,
past tense,
third person

- What is the purpose of this text?
- Who is telling these events?
- Why is prominence given to Mary's experiences as a nurse/doctor?
- Why are the links with Britain emphasized?
- Does this recount focus upon feelings or upon events?

In 1836, Mary met an English Officer called Horatio Edwin Seacole who was staying at her mother's inn. They fell in love and were married. Sadly, before long, he became very ill. Mary nursed him but he died. Soon afterwards Mary's mother died too.

mainly
past tense



Blundell Hall, the inn run by Mrs Grant

information
in illustrations
as well as text

Helping the sick

Mary became well known as what the Jamaicans called a 'doctress'. The inn was always full of sick army officers. When army doctors stayed there Mary learned from them about medicine and surgery. When one woman died from cholera Mary helped the doctor. She found out as much as she could about this dreadful disease.

key events
selected

In 1850, Mary went to Panama where her brother Edward had opened a shop and a hotel. She took her medicine chest. While she was there, a friend of her brother became very ill and died within a few days. Mary knew that he had died of cholera. Many more people began to suffer from the same disease. There was no doctor and so they went to Mary for help. One night a baby, whom Mary had tried to save, died from cholera. She wanted to learn more about the disease and so she cut open the little body to examine it before burying it. Later she wrote that this helped her to understand cholera and to save other people's lives.

third person
pronouns

causal links
between events

Reading skills:
comprehension
Word level:
definitions
Grammar:
third person to
first person

Comprehension and vocabulary



- Look again at the passage on pages 4 and 5. Answer these questions.
 - Where was Mary born?
 - What was Mary's surname when she was a child?
 - What was her surname when she got married?
 - What evidence is there that Mary was a great traveller?
 - How did Mary learn about treating illnesses?
 - How did Mary get to know a lot about treating cholera?
 - What suggests that Mary might have written an **autobiography** (her own story of her life)?
- Give a **definition** for the following words from the passage.
 - Freedom means _____
 - Surgery means _____
 - Herbs means _____
 - Examine means _____
 - 'Doctress' means _____
- Read this and answer the question below.

In 1854 I travelled from Jamaica to London once more. I wanted to use my skills to help the soldiers who were getting wounded in the dreadful war between Britain and Russia. I brought with me letters from several doctors, all of whom praised my work. The War Office would not even look at them. They sent me away.

Who do you think is writing this? How do you know?

- Rewrite the first paragraph of Mary's **biography** as though it was an **autobiography**. It has been started for you.

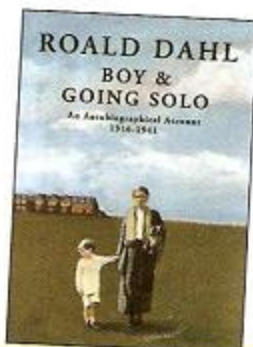
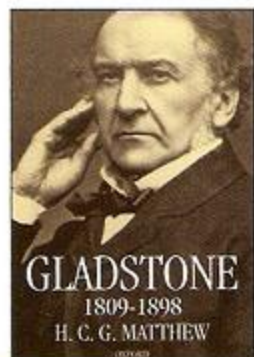
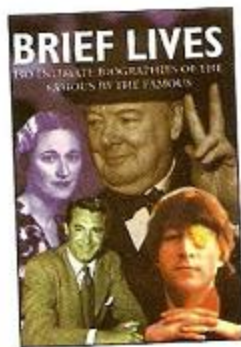
I was born in Kingston...

- Make a list of all the words you have changed in a grid.

Sentence	Word	Changed
1	Mary	I
2	her	my
3		

Glossary
definition
biography
autobiography

Words from Greek and Latin



In this unit we are looking at **biographies** and **autobiographies**. Both words are created by combining words that originate from ancient Greek (G) or Latin (L).
 bio = life (G) graph = written (G & L) auto = self (L)
 bio + graphy = life writing
 auto + bio + graphy = self-life writing

Remember

An etymological dictionary tells us about word origins.

- 1 Here are some more words from Greek and Latin.

hydro = water (G) aqua = water (L)
 aero = air (G) anti = against (G)
 tele = far off (G) phobia = fear (G)

Use this information to try to work out the literal meaning of these words.



- 2 Compare your ideas with a partner's and then check in a dictionary.



Word

hydroelectric
 hydrophobia
 autograph
 aqualung
 aeroplane
 aerosol
 anti-freeze
 television
 telegraph

What I work it out to mean

- 3 Add more words to each group.

bio	graph	auto	hydro	aqua	anti	tele	terra	phobia

Glossary
 biography
 autobiography

More word origins

- 1 Find two **proper nouns** for places and four proper nouns for people's names in the passage on pages 4 and 5.



Mary was born in Kingston. 'Kingston' means the King's estate from the Middle English word 'toun' meaning estate. Many place names contain old words from other languages.

EXAMPLES:

Grimsby – "by" – Viking word means farmstead

Bideford – "ford" – Old English word means river crossing

- 2 Use an atlas of Britain to find three place names which end with each of these old words from another language.

ton (estate)

by (farmstead)

ham (homestead)

bury (manor house)

well (spring or stream)

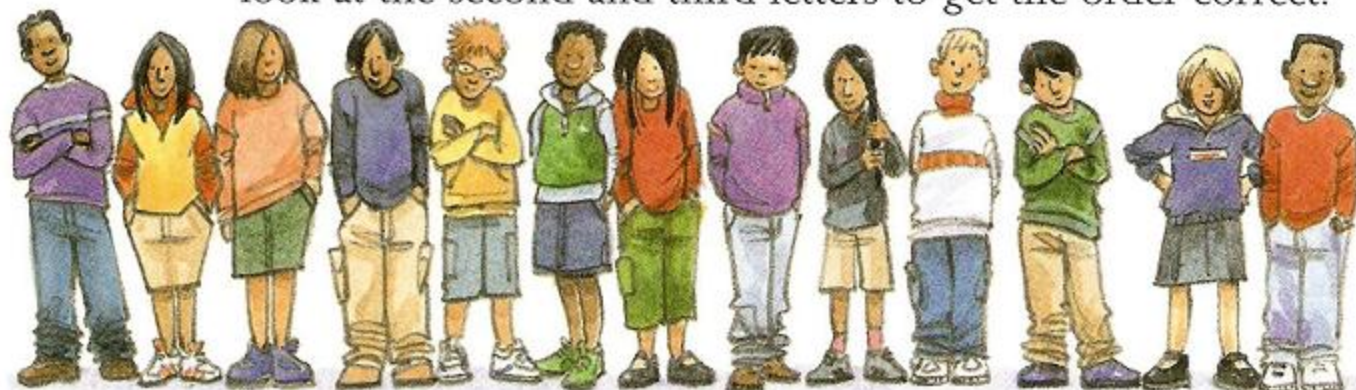


Remember

You could check the origin of the word in a dictionary of place names.

Mary became a popular name because it occurs in the Bible. Edward is an Old English word meaning happiness or prosperity. Names can come from different countries, languages and times in history.

- 3 Arrange these names in alphabetical order. You may need to look at the second and third letters to get the order correct.



Karen Alan Kylie Almira Kismet Winston
Kevin Wendy Ann Alfred Winifred Kerry Keith

Glossary
proper noun

- 4 Do some research, using dictionaries of names, to discover the meaning and origin of the names.

Facts and opinions

Facts are statements that can be shown to be true.
Opinions are what people think.

Manchester United
are a football team.

Fact

Manchester United
are the greatest.

Opinion

Manchester United
are rubbish.

Opinion

- 1 Read these two brief accounts of Mary's life.

An Extraordinary Life

Born in 1802 to a Jamaican hotelier and a Scottish army officer, Mary Seacole spent her childhood with British military men who she greatly admired. A brief marriage ended in her husband's death but left her wealthy. She visited England and Central America where she set up a string of hotels and prospected for gold.

She learned both western medicine and West Indian herbal remedies, was a skilled surgeon and gained experience nursing cholera and yellow fever victims.

When newspaper reports of British troops suffering from cholera and typhus in the Crimea reached her in Jamaica, she was determined to help in any way she could.

From *Tales of Real Heroism* by Paul Dowswell

A Dedicated Nurse

A Jamaican woman named Mary Seacole (1805-81) became a nurse in 1850, during an outbreak of a disease called cholera. A few years later she sailed to England to offer her services as a Crimean War nurse, but was turned down because she was black.

Undeterred, Mary paid for her own passage to the Crimea and spent the next three years working with Florence Nightingale, providing medical care for the war casualties.

When she returned to England, Mary was praised for her bravery by the same people who had previously rejected her help.

from *Famous Women from Nefertiti to Thatcher*
by Richard Dungworth and Philippa Wingate

- 2 Now write 'fact' or 'opinion' against each of the sentences below. If the accounts disagree write 'needs checking'.

- a Mary was born in 1802.
- b Mary was a skilled nurse.
- c Mary's offer to help in the war was turned down.
- d Mary was rejected because she was black.

- 3 Use the information above and on pages 4 and 5.

- a Write three facts about Mary Seacole.
- b Write three opinions about Mary Seacole.

Reading skills:
comprehension
Word level:
positive and
negative words

Implicit and explicit views



- 1 Reread the two accounts of Mary on the previous page.
- 2 What word in each **title** shows that the authors thought Mary was a special person?
- 3 In 'A Dedicated Nurse' what do you think is the author's opinion of the people who turned Mary away? What makes you think this?
- 4 What do the words 'determined' and 'undeterred' make you think about Mary's character?
- 5 Do the authors explicitly say they admire Mary? If not, how do you know that they admired her?

The choice of words can influence what we think about a person. EXAMPLE: *Determined* implies a person does not give up easily but *stubborn* would imply they would not give up even if it were sensible to do so.



- 6 Read this passage.

The king was a tall, handsome man with broad shoulders and an impressive manner. He had a voice that was gentle and calm although when he was angry it had a steely note.

He was determined his orders should be followed for they were fair and just. Wherever he went his people cheered for they loved him greatly.

Some of the words which make you feel positive about the character have been underlined. Find another four positive words.

gentle

- 7 Now rewrite the passage replacing the positive words with negative words, e.g. 'weak' for 'gentle'.
- 8 Discuss the impact of the changes.

Glossary
title

Punctuation of complex sentences

In Book 3 you looked at some rules for punctuating complex sentences. Here are the rules again.

1 If the **subordinate clause** or phrase comes at the beginning of the sentence, it is separated from the **main clause** by a comma.

- 1 Find an example of this kind of sentence. Read the 'Travel and marriage' section of The Biography of Mary Seacole on page 4.

2 If the subordinate clause or phrase splits the main clause, it is marked by commas.

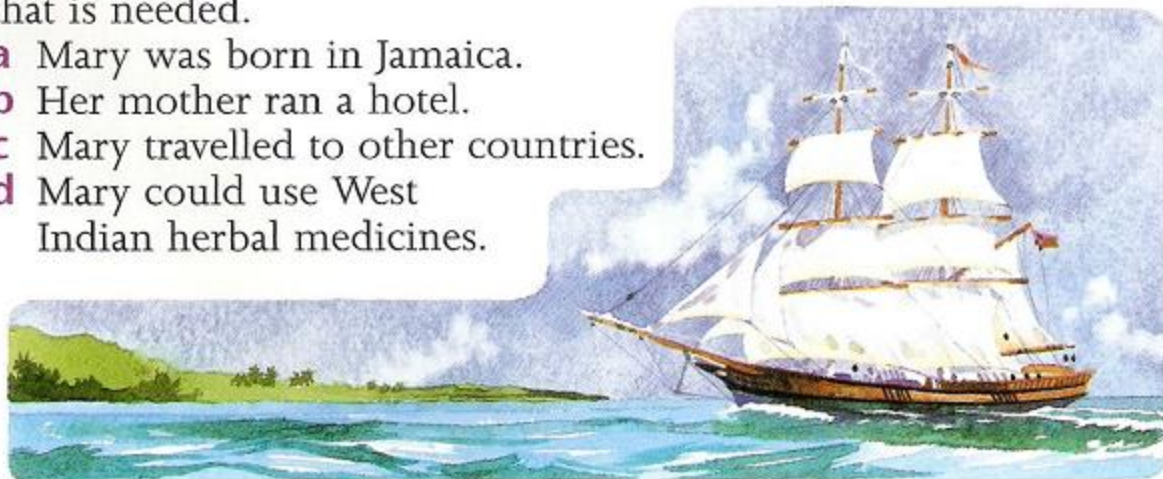
- 2 Find an example of this kind of sentence. Read the 'Growing up in Kingston' section of The Biography of Mary Seacole on page 4.

3 If the main clause comes first, a comma is not needed to mark the subordinate clause or phrase.

- 3 Find an example of this kind of sentence. Read the 'Growing up in Kingston' section of The Biography of Mary Seacole on page 4.

- 4 Add a subordinate clause to each of these simple sentences. Make sure you also add any extra punctuation that is needed.

- a Mary was born in Jamaica.
- b Her mother ran a hotel.
- c Mary travelled to other countries.
- d Mary could use West Indian herbal medicines.



Glossary
subordinate
clause
main clause

Mary Seacole

Here is a further section of Mary Seacole's biography.

background
information

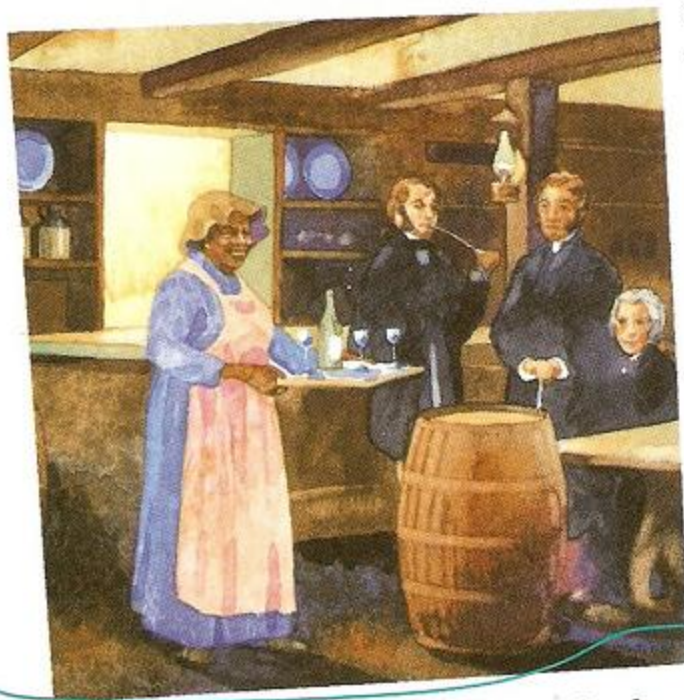
Determined to help, Seacole had contacted a London relative, Thomas Day, and set up a trading company with him. The firm of 'Seacole and Day' was set up, provisions were purchased and the two had set sail for the Crimea, landing at Balaklava in early 1855.

third person
pronouns

For the first six weeks Seacole sold supplies from the quayside. For her protection **she** carried a pistol in the belt around her waist. She looked after the wounded whenever she could and at night slept aboard the supply ship Medura. This was loaded with gunpowder and those on board were in constant danger of instant annihilation from a fire or a stray shell.

events in
chronological
order

After a couple of months Seacole and Day managed to build a small collection of huts close to Balaklava which they called 'The British Hotel'. It was a great success and Seacole soon became well known to many of the



soldiers. Aside from a warm welcome and the medical attention she provided Seacole's cooking was unusually good.

Life was still extraordinarily difficult. The Crimean winter was bitterly cold. Valuable supplies were swept away in a flash flood. Thieving was a constant problem and rats ate supplies and nibbled at sleeping hotel staff.

Despite all her problems, Seacole was not distracted from her work.

implied
information

key events
selected

She not only nursed soldiers at the hotel and at the local field hospital, she also **went** out to the battlefield. Nursing so near the fighting required an iron nerve. After heavy fighting the ground would be thick with wounded men, often horribly mutilated. Some **called** urgently for her attention. Others, crazy with pain, **tugged** desperately at her clothing as she passed. Anyone who needed attention, whether friend or foe, was given it.

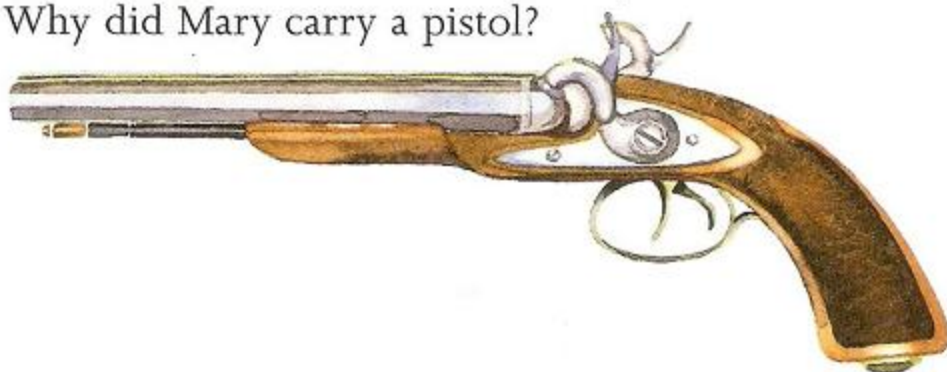
mainly
past tense

from *Tales of Real Heroism* by Paul Dowsell

Text features:
events in order,
past tense,
third person
Reading skills:
comprehension
Word level:
definitions

1 Look carefully at the passage and then answer these questions.

- a When and where did Seacole arrive in the Crimea?
- b Who set up in business with Mary Seacole?
- c Why did Mary carry a pistol?



- d What was dangerous about sleeping on board the ship?
- e What three things made 'the British Hotel' well known.
- f Give three reasons why life was difficult.
- g What was Mary Seacole's main purpose for being in the Crimea?

2 Give a **definition** for the following words from the passage.

- a Provisions means
- b Quayside means
- c Constant means



- d Distracted means
- e Annihilation means

3 This extract is from a book called *Tales of Real Heroism*. Do you think Mary Seacole deserves to be written about under this title? Give reasons for your answer.

Remember

You can use a dictionary to look up word meanings.

Glossary
definition

Starting in the middle

Most **biographies** and **autobiographies** start at the beginning of someone's life and work through in order. However, some jump straight into a piece of dramatic action as a way of gaining the reader's attention.

- 1 Read the opening of 'Mother Seacole's Balaclava Boys'. This author has started with a dramatic event.



In the winter of 1855, at the height of the Crimean War, the Russian town of Balaclava could have been anyone's idea of hell. It was here that wounded and diseased soldiers from the nearby siege of Sebastopol assembled to be taken to special hospitals a safe distance from the fighting.

Some sat uncomplaining on hillside or horseback, their dull eyes glazed in misery. Others, with bloody bandages covering disfiguring wounds, lay on stretchers, writhing in agony. Amid the chaos dying men called desperately for attention. Along this grim procession strode an unlikely figure in a yellow dress and blue bonnet, dispensing medicine, food and encouragement. Many of the soldiers recognized this plump middle-aged Jamaican woman. She was Mary Seacole.

from *Tales of Real Heroism* by Paul Dowswell

- 2 Choose one of these dramatic events.
 - Mary's first visit to London aged 12.
 - The death of her husband.
 - Nursing cholera victims in Panama.
 - Being turned away from the War Office in London.
- 3 Use the event to write the opening of Mary's biography. Use information and your imagination.

'The young woman looked at the small, dead baby. The dreaded cholera had claimed another victim.'

- 4 Now rewrite your paragraph in the first person as though Mary herself was the author.

I gazed down at the small, dead baby. The dreaded cholera had claimed another victim. I felt...

Glossary
biography
autobiography

Closing a biography

Here is the closing section of 'Mother Seacole's Balaclava Boys'.

With the fall of the city the war was almost over and troops began to leave. Although she had succeeded in her aim of nursing the soldiers, Seacole's British Hotel had become a financial disaster. The Jamaican nurse was deep in debt.

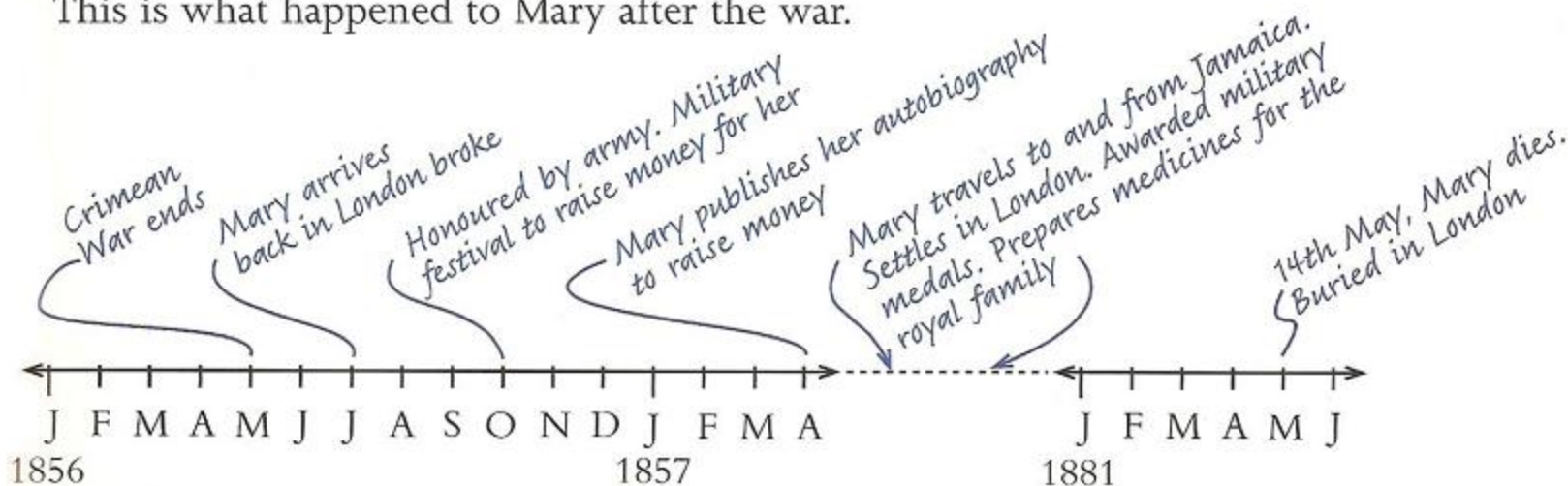
Seacole left the Crimea for London by steam boat, arriving bankrupt but a heroine, some months later. The very fact that she had made no profit from her hotel when others with similar stores had made fortunes, made her even more appreciated by the British press and public. On the streets of London she was constantly stopped and thanked by soldiers who recognized her.

"Wherever I go," she wrote, "I am sure to meet some smiling face."

from *Tales of Real Heroism* by Paul Dowswell

Text features:
conclusions,
newspaper reports
Reading skills:
reading a
time line,
comprehension

This is what happened to Mary after the war.



1 Answer these questions using the passage and the time line.

- When did Mary return to London?
- Why was Mary short of money?
- How was money raised for her?
- How did Mary make money for herself?
- What was Mary's **autobiography** called?
- How do we know people appreciated Mary's work?

2 Make up a newspaper headline about Mary being short of money. Then write a brief newspaper report to go with your **headline**.



Glossary
autobiography
headline

Crimean heroine living in poverty

Soldiers of this country have reason to be grateful to Mary Seacole.....

Writing a biographical account

You have looked at several different biographies of Mary Seacole in this unit. Now you are going to write your own biographical piece about a friend.

- 1 Look at the passages you have studied in this unit.

The Biography of Mary Seacole

Growing up in Kingston
Mary was born in Kingston, Jamaica in 1805. Her mother had been a slave, from Africa, who had gained her freedom. She had worked hard growing vegetables on a small piece of land and had saved up enough money to buy an inn. At that time there were many British soldiers and sailors in Kingston. Mary's mother had married a Scottish officer. They had three children - Mary, Edward and Lottie. Mary's mother had learned to use the herbs that grew in Jamaica to treat illness. She often looked after the British officers and their wives who stayed in Kingston. Mary often watched her mother looking after sick and wounded officers. By the time she was 12 she was helping her mother to treat her patients.

Travel and Marriage
When Mary was 12 she visited England with some of her relatives. She stayed in England for a year. She was called away by other children because she was black. Nonetheless she went back to London many times. By the time she was 20 she had also been to other Caribbean islands to see what the could be and sell.



In 1834 Mary met an English Officer called Horatio Edwin Seacole who was staying at her mother's inn. They fell in love and were married. Sadly, before long, he became very ill. Mary nursed him but he died. Soon afterwards Mary's mother died too.



Helping the sick

Mary became well known as what the Jamaicans called a 'doctor'. The inn was always full of sick army officers. When army doctors saved those Mary learned from them about medicines and surgery. When one woman died from cholera Mary helped the doctor. She found out so much as she could about this dreadful disease. In 1834 Mary went to Panama where her brother Edward had opened a shop and a hotel. She took her medicine chest. While she was there, a friend of her brother became very ill and died within a few days. Mary knew that he had died of cholera. There was no doctor and so they went to Mary for help. One night a baby whom Mary had tried to save died from cholera. She worked to learn more about the disease and so she set open the little shop to examine it before trying it. Later she wrote that this helped her to understand cholera and to save other people's lives.

Determined to help, Seacole had married a London relative, Thomas Pryor, and set up a trading company with him. The firm of 'Seacole and Pryor' was set up to provide goods for the army and the two had set up the firm in Kingston in 1834.

For the first six weeks Seacole sold supplies from the ground. Her husband gave her the cart and a pack as the hotel would be full. She looked after the wounded when the night and on high days about the supply shop. This was loaded with goods and she was in constant danger of being crushed by a fire on a very hot day.

After a couple of weeks Seacole and her husband to build a small addition of their shop to the hotel which they called 'The British Hotel'. It was a great success and Seacole soon became well known to many of the soldiers and the medical officers who provided Seacole's cooking was unusually good.

Life was not without its difficulties. The Colonel who was Seacole's best friend was badly hurt. Seacole's supplies were paid for in a few days. Seacole was a constant problem and she was often called to the hospital and the army.

Seacole all her problems. Seacole was not discouraged from her work. She was determined to help the wounded and the fighting required her to work hard. She was not only a good cook but a good nurse. She was not only a good cook but a good nurse. She was not only a good cook but a good nurse.

Seacole was not only a good cook but a good nurse. She was not only a good cook but a good nurse. She was not only a good cook but a good nurse. She was not only a good cook but a good nurse. She was not only a good cook but a good nurse.

Seacole was not only a good cook but a good nurse. She was not only a good cook but a good nurse. She was not only a good cook but a good nurse. She was not only a good cook but a good nurse. She was not only a good cook but a good nurse.



Brainstorm

- 2 Decide who you are going to write about.

- 3 Brainstorm a list of questions you need to ask them based on a grid your teacher will give you.

Topic	Questions
Family background	How many brothers/sisters/ages? Who else in family? Where born? Where living?
Personality, interests, clubs, etc.	
Life before school	
Life in the infants	
Life in the juniors	
3 key events in life so far	
Plans and hopes for the future	



4 Interview your subject and make notes on each answer.



5 Use each grid heading as a new paragraph or section. Write a first draft of each section using the information in your notes.

6 Look at your choice of words. Are they positive or negative?

7 Decide on the order of the sections:
background, introduction and chronological events
or starting with a dramatic moment?

8 Decide on any illustrations, fact boxes needed.

9 Create a draft.

10 Discuss your draft with a friend and make any necessary amendments.



11 Complete a final version of the biography.

Writing to express

In this unit you are going to study some classic poetry and drama. You will examine how plays are presented and how scripts can be used effectively.

Act 4

Scene I A cave on the moor. In the centre is a boiling cauldron

Thunder. *Enter the three Witches.*

FIRST WITCH: Thrice the brinded cat hath mew'd.

SECOND WITCH: Thrice and once the hedge-pig whin'd.

THIRD WITCH: Harpier cries: 'Tis time, 'tis time.

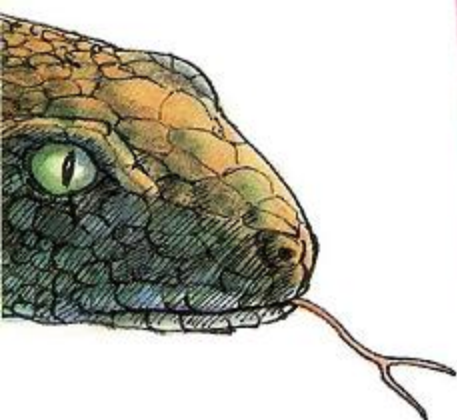
FIRST WITCH: Round about the cauldron go;
In the poison'd entrails throw. 5
Toad, that under cold stone
Days and nights hast thirty-one
Swelter'd venom, sleeping got,
Boil thou first i' the charmed pot.

ALL: Double, double, toil and trouble; 10
Fire burn and cauldron bubble.

SECOND WITCH: Fillet of a fenny snake,
In the cauldron boil and bake;
Eye of newt, and toe of frog,
Wool of bat, and tongue of dog, 15
Adder's fork, and blind-worm's sting,
Lizard's leg, and howlet's wing,
For a charm of powerful trouble,
Like a hell-broth boil and bubble.

brief
description
of the scene

information
about what
happens on
stage



names of the
speakers are on
the left-hand
side of the page

Text features:
dialogue, stage
directions
Word level:
rhyme, rhythm

This is an extract from Shakespeare's play *Macbeth*.
The play is a story of murder, greed and power.
It is set in Scotland.

- Are the witches young, old, male or female?
- How do the witches move?
- What is the setting of the scene like?
- What objects would you need to use to stage this scene of the play?



*the words
spoken by the
characters
written
without
speech marks*

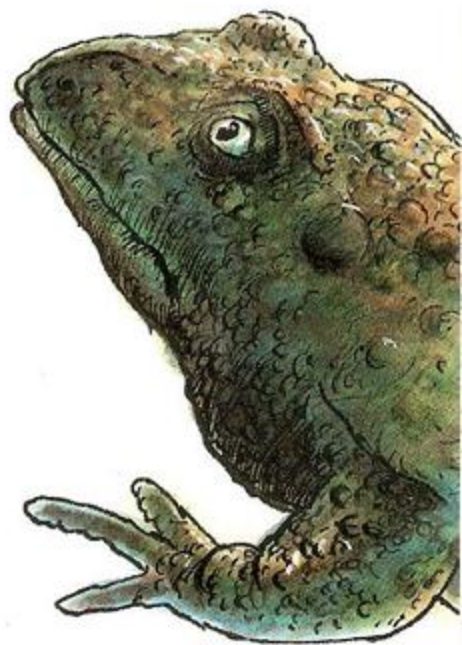
ALL: Double, double, toil and trouble; 20
Fire burn and cauldron bubble.

THIRD WITCH: Scale of dragon, tooth of wolf, 25
Witches' mummy, maw and gulf
Of the ravin'd salt-sea shark,
Root of hemlock digg'd i' the dark,
Liver of blaspheming Jew,
Gall of goat, and slips of yew
Sliver'd in the moon's eclipse,
Nose of Turk, and Tartar's lips, 30
Finger of birth-strangled babe
Ditch-deliver'd by a drab,
Make the gruel thick and slab;
Add thereto a tiger's chaudron,
For the ingredients of our cauldron.

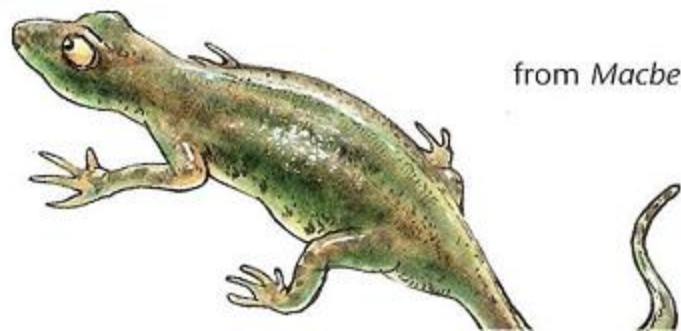
ALL: Double, double, toil and trouble; 35
Fire burn and cauldron bubble.

SECOND WITCH: Cool it with a baboon's blood,
Then the charm is firm and good.

*fenny – slimy
harpier – name of a familiar, a witch's evil creature
swelter'd venom – poisonous sweat
maw and gulf – stomach and throat
ravin'd – full of devoured prey
drab – prostitute
slab – sticky
chaudron – entrails*



*footnotes to
help the
reader*



from *Macbeth* by William Shakespeare (1564–1616)

Text level:
comprehension
Word level:
archaic words

Remember

Try to imagine
how the play
would look
when acted out.

Remember

Use a dictionary
(or etymological
dictionary) to
find old words.

Comprehension and vocabulary

1 Reread the extract on pages 18 and 19.

2 Now answer these questions.

a The witches are
having a party?
brewing a spell?
cooking a meal?



b The passage is
a list?
a playscript?
a report?



c Thrice means
three times?
already?
some time ago?

d Write out the meaning of the following words:

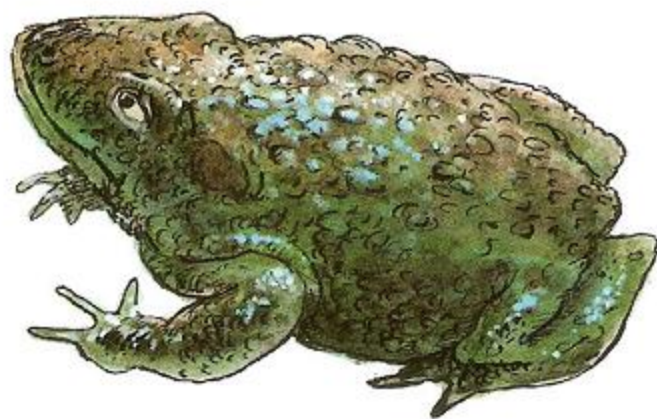
brinded

gruel

entrails



e How is the toad described?



f Write out the chorus or refrain which is chanted by
all the witches together.

g The chorus is

a couplet?

a rhyme?

a poem?

3 What are the witches doing as they chant this piece?

4 Do you think this is a good or bad spell?

Justify your opinion.

5 Write a sentence to summarise the action in this passage.

Views and attitudes in literature

Macbeth was written by William Shakespeare in 1606.

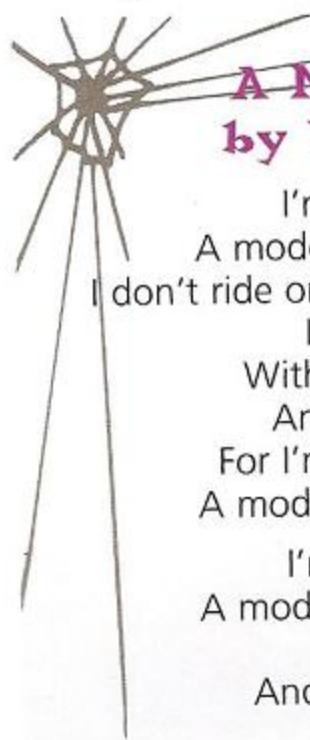
Beliefs and attitudes have changed since that time.

Read the following extracts.

Witchcraft was recognised in English law of Shakespeare's time; it was punishable by death. The King of England, King James, was interested in the subject and in 1597 wrote a pamphlet about witchcraft. A few years earlier, the King himself had been the victim of a witches' plot. A witch confessed to having tried to poison the king using poison from a toad. Although people did recognise that some witchcraft was the result of trickery, belief in the power of witches was widespread.

from *Shakespeare's Day* by Jane Medwell (2000)

- 1 What happened to people found guilty of witchcraft in Shakespeare's day?
- 2 Why was the King's attitude to witchcraft important?
- 3 What would the original audience for Shakespeare's *Macbeth* have thought about witches?



A Modern Witch by William Oxley

I'm a modern witch
A modern witch do you hear?
I don't ride on a switch, a broom or a stick
I ride on a rocket
With spells in my pocket
And things electronic
For I'm a new kind of witch
A modern witch do you hear?

I'm a modern witch
A modern witch do you hear?
I still use spells
And my cauldron smells
But I'm no hag
No silly old bag
Who lags behind the times –
For I'm a modern witch
A very modern witch indeed.

- 4 How do you know the poem on the right is modern?
- 5 Whose voice is heard in the poem?
- 6 In the poem, what sort of character is the witch?
Give evidence for your views.
- 7 Describe how attitudes to witchcraft have changed since Shakespeare's day.



Text features:
words, values and
views in literature,
old words

Remember

Use a dictionary
and an
encyclopaedia
to find
information
you need

Old words, old views

- 1 Write out the ingredients of the witches' spell (pages 18–19) in modern language.

Spell ingredients

intestines
poisonous toad
magic pot
slimy snake

The natural and biological items listed above are all included in the witches' spell because Shakespeare's audience would have seen them as evil. However, we now know toads, for example, are not poisonous and do a useful job of insect control.



- 2 Complete the table to show how modern views of these species have changed.

Organism	What is it?	How do we see it now?	Why might Shakespeare have believed it was evil?
hedge-pig blind-worm			Looks like a snake and so might be poisonous.
yew howlet	 A baby owl	Harmless. Hunts mice and small animals at night. Some types are protected by law.	

Old words fall out of use but are often replaced by new ones.

- 3 Look up the meaning of these words and write down the modern equivalent:
- yonder
 - hence
 - hither
- 4 List three words which have come into use recently (such as computer).

Sentence
features:
word order,
rhythm, rhyme

Poetic language

The witches' speech is written in verse (poetry) with a strong **rhythm** and **rhyme**. **Word order** is very important for the rhythm and rhyme of the poetry.

- 1 Rewrite these passages as sentences, using the same words but putting them in a more usual order.

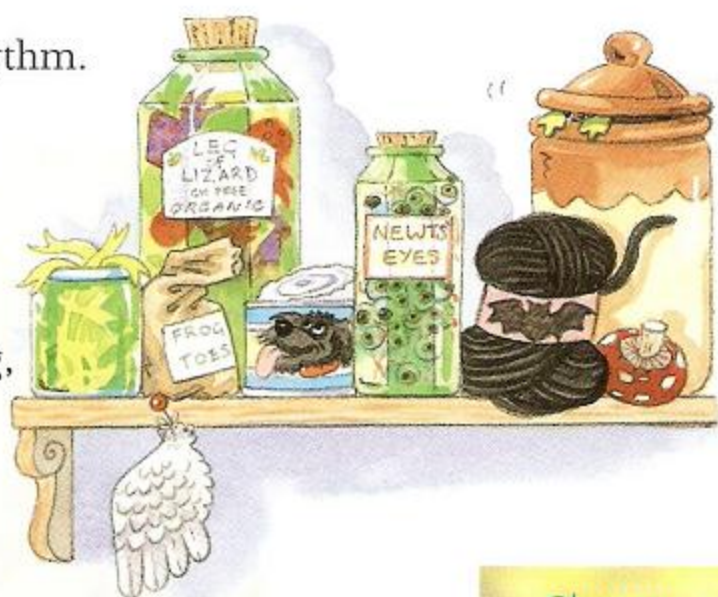
EXAMPLE: Thrice the brinded cat hath mewed.
The brinded cat hath mewed thrice.

- a Round about the cauldron go;
In the poisoned entrails throw.
- b Toad, that under cold stone
Days and nights hath thirty-one
Sweltered venom sleeping got
Boil thou first i' the charmed pot.
- c Thrice and once the hedge-pig whined.



- 2 What is the effect on the rhyme of changing word order?
- 3 Rewrite this passage as an ordinary sentence. Use the original words but change some of the features of poetry, including:
- the capital letters at the beginning of lines
 - the order of the words
 - the way the lines are set out
 - extra words which give the piece rhythm.

In the cauldron boil and bake;
Eye of newt, and toe of frog,
Wool of bat, and tongue of dog,
Adder's fork, and blind-worm's sting,
Lizard's leg, and howlet's wing,
For a charm of powerful trouble,
Like a hell-broth boil and bubble.



- 4 What happens to the rhythm of the piece when you make it into an ordinary sentence?

Glossary
rhythm
rhyme

Writing skills:
writing poetry in
a given form,
drafting, revising

Writing a spell

This is your chance to write a spell in a similar form to the witches' spell on pages 18 and 19.

- 1 Reread the witches' spell on pages 18 and 19.
- 2 Choose what sort of spell you would like to write and write out your title.

~~A spell to turn all food into chocolate~~
~~A spell to fly me to Florida~~
A spell to turn Jerry's hair green

- 3 Assemble a list of ingredients for your spell. They should be suitable for the type of spell you want to produce.

A spell to turn all food into chocolate
Super sweet sugar
Melting moments



- 4 Think of any actions you want to include in your spell and make a note of them.
- 5 Write a chorus for your spell as two lines which rhyme: a rhyming couplet.
- 6 Draft your spell as a poem with a rhythm like the one on pages 18 and 19 which has four beats.
- 7 When you have your draft, discuss it with a partner.
Ask yourselves:
 - Are the ingredients of the spell interesting?
 - Does the spell have a pattern of rhymes?
 - Does the chorus go well with the rest of the spell?
 - Does the rhythm of the spell make you want to chant it?
- 8 Mark any changes to your spell on the draft.

Colons, commas and semi-colons

A **colon** can be used to precede a list of words, **phrases** or **clauses**.

In the cauldron boil and bake:
Eye of newt and toe of frog,
Wool of bat and tongue of dog.

In the cauldron boil and bake;
eye of newt;
toe of frog;
wool of bat;
tongue of dog.

- 1 Rewrite these sentences, putting in the colon before the list and **commas** between the items.
 - a Go to the magic shop and buy sparkle powder fake blood dried bat's droppings and toad cubes.
 - b This spell requires a dog's tooth two bats' wings some cat's hair and a sour lemon.
 - c I want to change the weather my hair colour Maggie's opinion of me and the teacher's personality.
 - d This spell works on nice people bus drivers doctors caretakers but not teachers.

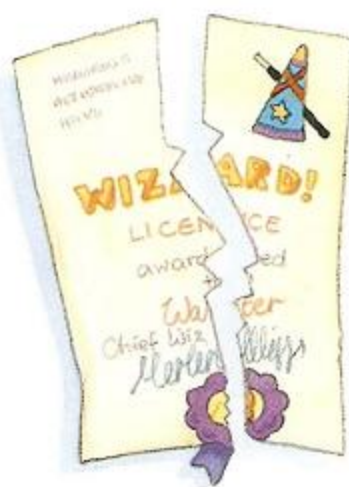
Remember

Do not use a comma before the final 'and' or 'but'

Where the items in the list are phrases or clauses, a **semi-colon** can be used after the colon to separate items in the list. A semi-colon is a 'stronger' separation between items in a list than a comma. It is not used when the items in a list are only one or two words long.

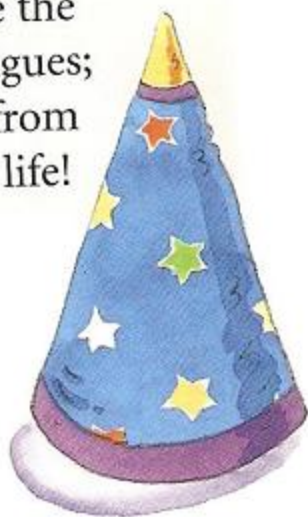
- 2 Rewrite this passage as a list.

Walter the wizard thought of the three terrible things that had happened to him that day: he had been caught faking a spell to charm frogs; he had been dragged before the wizard's court and exposed as a fraud to his colleagues; his wizard licence had been ceremoniously taken from him and torn up. It had been the worst day of his life!



Glossary
phrase
clause
comma

- 3 Rewrite the passage as five separate sentences.



Macbeth meets the witches

You are now going to study a further extract from Macbeth, in which Macbeth meets the witches.



cont. is an abbreviation of continued

ACT 4

Scene I (cont.)

SECOND WITCH: By the pricking of my thumbs,
Something wicked this way comes.
Open, locks,
Whoever knocks.

45

stage direction
Enter MACBETH

MACBETH: How now, you secret, black, and midnight hags!
What is't you do?

ALL: A deed without a name.

50

MACBETH: I conjure you, by that which you profess, –
Howe'er you come to know it – answer me:
Though you untie the winds and let them fight
Against the churches; though the yesty waves
Confound and swallow navigation up;
Though bladed corn be lodg'd and trees blown down;
Though castles topple on their warders' heads;
Though palaces and pyramids do slope
Their heads to their foundations; though the treasure
Of Nature's germens tumble all together,
Even till destruction sicken; answer me
To what I ask you.

55

60

Macbeth commands the witches

repeated to strengthen the order

*yesty – frothy
navigation – ships
bladed corn be lodged – the corn flattened in the fields
warders – owners, keepers
slope – bend
Nature's germens – the seeds of all life*

Text features:
comprehension
Reading skills:
rhythm, rhyme
Writing skills:
transforming old
words into modern
language

- 1 'Conjure you' means
order you?
trick you?
magic?



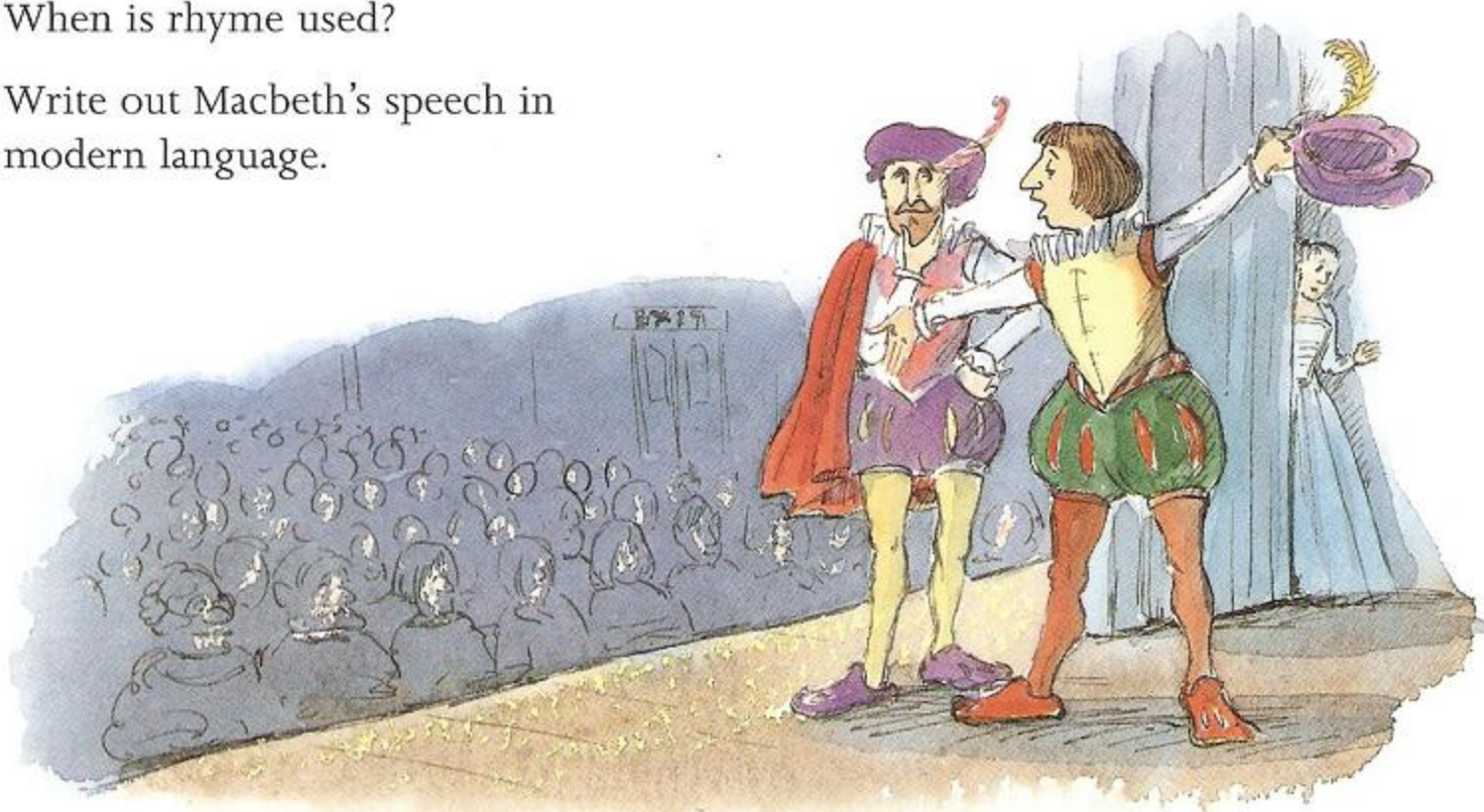
- 2 'Profess' means
teach?
see?
believe?

- 3 Write out 'howe'er' in full.

- 4 Macbeth demands that the witches
make a spell for him?
answer his questions?
go away?



- 5 What is Macbeth's opinion of the witches?
- 6 How do you think Macbeth feels about talking to the witches?
- 7 How is the rhythm of the witches' spell different from Macbeth's speech?
- 8 When is rhyme used?
- 9 Write out Macbeth's speech in modern language.



Using semi-colons

A **semi-colon** can be used to separate two **clauses** of equal weight in a **sentence**. It is often used in place of 'and' or of a full stop.

EXAMPLE: I prefer to drink tea; Maureen usually drinks coffee.

Remember

You do not usually use a capital letter after a semi-colon.

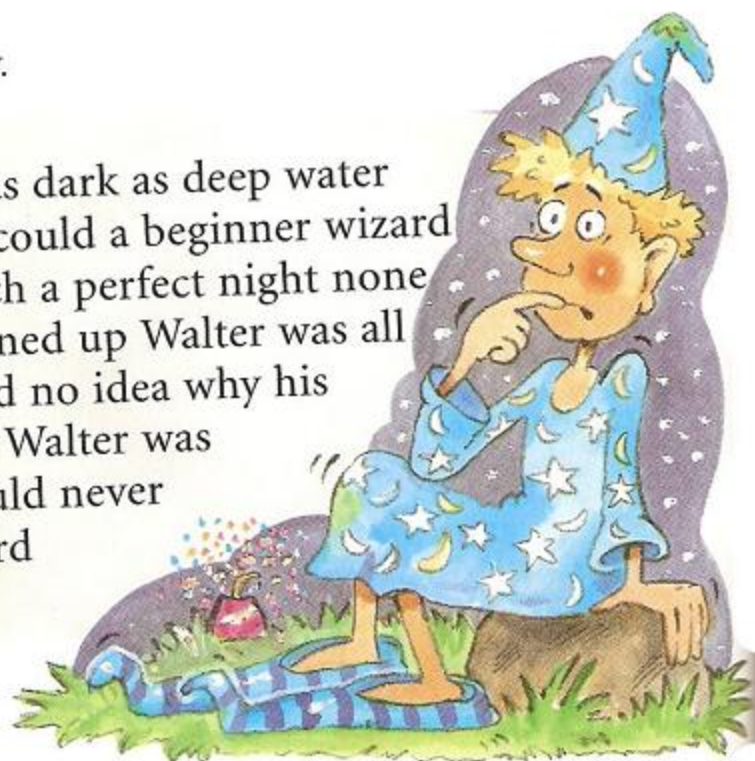
- 1 Write out the following sentences including semi-colons and any other punctuation you need.
 - a The heat of the day seemed endless soon a breeze must come.
 - b I went shopping for a dress I bought two pairs of trousers.
 - c Brittany wanted earrings her mother had other ideas.
 - d Sometimes Sam is my best friend at other times he practically ignores me.
- 2 Choose pairs of clauses from the list and join them with semi-colons to make three sentences.



it was a dark but silvery night
it was a terrible, dark, cold night
the moon shed an eerie light
the glen was totally silent
the night seemed cold and dead
a perfect night for witches

- 3 Punctuate the passage below.

The night had been perfect as dark as deep water with a clear sky What more could a beginner wizard want However even with such a perfect night none of the other wizards had turned up Walter was all on his own worse still he had no idea why his summoning spell had failed Walter was beginning to suspect he would never become a fully trained wizard



Glossary
clause
sentence
semi-colon

Parenthesis – adding explanation

A phrase or clause inserted into a sentence to make the meaning clearer is called **parenthesis**. The word or phrase can be separated from the rest of the sentence using **commas**, **dashes** or **brackets**.

EXAMPLES: The ducks (all green) were swimming quietly.
Sally, the oldest girl, was tired out.
My house – the old one – was right next to the school.

- 1 Use dashes or brackets to punctuate these sentences.
 - a The cat a black one was useless at catching mice.
 - b Walter's first and only spell was a disaster.
 - c The war like all wars was terrible and bloody.
 - d Poetry or most of it is a way of expressing thought.
- 2 Use commas, dashes or brackets to punctuate this passage.

At last it seemed a long time Walter had found a book about witchcraft. He opened it immediately and saw to his dismay a totally incomprehensible page. His luck as usual was bad and the book the only one he could get was in a language he couldn't read.

- 3 Parenthesis is often used in **playscripts** to tell the reader what a **character** does or how an action or speech is performed. Fill in the parentheses in the following script.

Cast – WALTER – a novice wizard

HIGH WIZARD – Chairman of the Wizards' Council

HIGH WIZARD: (sighs) Well, Walter? You'd better tell me (shakes head).
Start at the beginning.

WALTER: () I was just trying to do a simple spell.
() I'm sorry, you see...

HIGH WIZARD: () Just get on with it, Walter.
No excuses.

WALTER: () I found this spell on the internet.
() I thought that, just this once, I thought
I could have a go.

HIGH WIZARD: () And? And what exactly happened?

WALTER: () Well, instead of raining it sort of.
Well, it snowed.

HIGH WIZARD: In July. () Enough, Walter.
Enough is enough.

Glossary
comma
dash
bracket
playscript
character

Writing a modern version of a poem

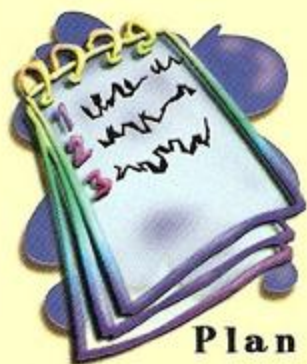
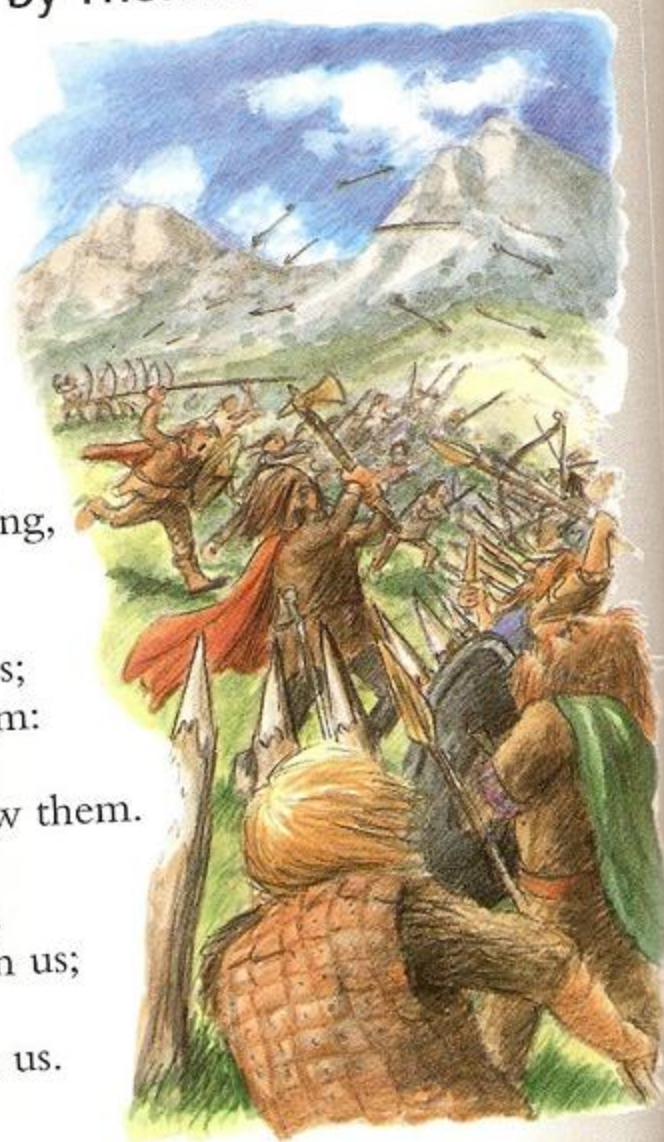
You are going to read a poem about how Edynfed, King of Dyfed, and his men were killed and then rewrite it in modern language.

The War Song of Dinas Vawr by Thomas Love Peacock

The mountain sheep are sweeter,
But the valley sheep are fatter;
We therefore deemed it meeter,
To carry off the latter.
We made an expedition;
We met a host and quelled it;
We forced a strong position,
And killed the men who held it.

On Dyfed's richest valley,
Where herds of kine were browsing,
We made a mighty sally,
To finish our carousing.
Fierce warriors rushed to meet us;
We met them and o'erthrew them:
They struggled hard to beat us;
But we conquered them and slew them.

As we drove our prize at leisure,
The king marched forth to catch us;
His rage surpassed all measure,
But his people could not match us.
He fled to his hall pillars;
And, ere our force we led off,



Plan



Revise

- 1 Read the poem aloud to yourself. What words would you use to describe the poem?
- 2 Read each verse and make a note of what you think each verse is about.
- 3 Make a list of any words you do not know. Look them up in a thesaurus, dictionary or etymological dictionary and note what they mean.
- 4 Now check each verse of the poem again and write a summary of what happens in each verse.

quelled – beat, overcame
sally – rush
slew – killed

Some sacked his house and cellars,
While others cut his head off.

We there, in strife bewildering,
Spilt blood enough to swim in;
We orphaned many children,
And widowed many women.
The eagles and the ravens
We glutted with our foemen:
The heroes and the cravens,
The spearmen and the bowmen.
We brought away from battle,
And much their land bemoaned them,
Two thousand head of cattle,
And the head of him who owned them:
Edynfed, King of Dyfed,
His head was borne before us;
His wine and beasts supplied our feasts,
And his overthrow, our chorus.



host – large group of people

kine – cows

sally – sudden attack on an enemy

carousing – drinking a lot of alcohol and making a lot of noise

glutted – fed to the point where they could eat no more

cravens – cowards

- 5 Write the poem out so that you retell each verse, with description, in prose.
- 6 Read the poem with a partner and discuss it using the following points:
 - The poem is in the first person plural (we). Have you used 'we' in your retelling?
 - Does the poem make the order of events clear?
 - Does the description tell the reader about the beauty and riches of the place as well as the horror of the battle?

Mark any changes on your draft.

- 7 Make a final copy of your retelling.



Writing to entertain

In this unit you are going to study some extracts from historical novels set during wartime. You will pay particular attention to how the authors handle time in the stories and how the reader knows time is passing.

Chapter 1

Carrie had often dreamed about coming back. In her dreams she was twelve years old again; short, scratched legs in red socks and scuffed, brown sandals, walking along the narrow, dirt path at the side of the railway line to where it plunged down, off the high ridge, through the Druid's Grove. The yew trees in the Grove were dark green and so old that they had grown twisted and lumpy, like arthritic fingers. And in Carrie's dream, the fingers reached out for her, plucking at her hair and her skirt as she ran. She was always running by the end of this dream, running away from the house, uphill towards the railway line.

*description
uses an image
to create a
sinister
atmosphere*

*what does this
indicate?*

*language
echoes first
sentence of
previous
paragraph*

But when she did come back, with her own children, the railway line had been closed. The sleepers had been taken up and the flat, stony top of the ridge was so overgrown with blackberries and wild rose and hazelnut bushes that it was like pushing through a forgotten forest in a fairy tale. The tangled wood round Sleeping Beauty's castle. Pulling off the sticky brambles that clung to their jeans, Carrie's children said, "No one's been here for hundreds of years ..."

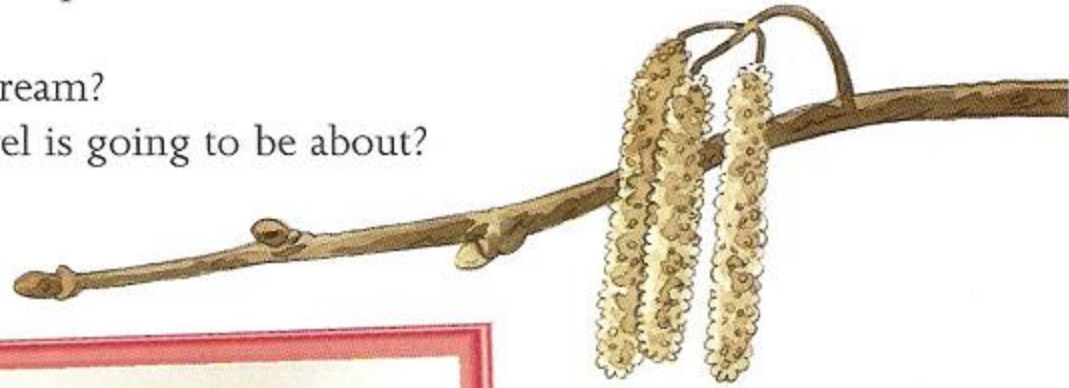
"Not hundreds, thousands ..."

*description uses an image to
create a harmless atmosphere*

*the speaker's thoughts
about changes, rather
than a description*

Text features:
flashback,
narrative opening
Setting:
images to create
atmosphere

- This is a historical novel. Does this mean the story is true?
- How is the atmosphere of the place different in the dream and in reality?
- What happens in Carrie's dream?
- What do you think the novel is going to be about?



time is discussed

"A hundred, thousand years. A million, billion, trillion ..."

"Only about thirty," Carrie said. She spoke as if this was no time at all. "I was here, with Uncle Nick, thirty years ago. During the war – when England was at war with Germany. The Government sent the children out of the cities so they shouldn't be bombed. We weren't told where we were going. Just told to turn up at our schools with a packed lunch and a change of clothes, then we went to the station with our teachers. There were whole train-loads of children sent away like that ..."

"Without their mummies?" the little ones said. "Without their dads?"

"Oh, quite alone," Carrie said. "I was eleven when we first came here. And Uncle Nick was going on ten."

Uncle Nick was old. He had been old for years and grown so fat in the stomach that he puffed when he stooped. The thought of him being ten years old made the children want to giggle but they bit the giggles back. Their mother was looking so strange: eyes half closed and dreaming. They looked at her pale, dreaming face and said nothing.

from *Carrie's War* by Nina Bawden



Text level:
comprehension
Word level:
vocabulary,
suffixes

Comprehension and vocabulary

1 Reread the extract on pages 32 and 33.

2 Now answer these questions.

a The setting of the story is

a hill near a railway? a house near a wooded railway line? a station?

b The main characters in the story are

young children? Carrie and her brother Nick? Uncle Nick and Mum?

c Carrie comes back after

thirty years? several years? hundreds of years?

3 a About how old is Carrie?

b Why did the children feel like giggling?

c Why did the children resist the temptation to giggle?

d What happened to Carrie and Nick during the war?

e How do you think Carrie felt when she thought of being sent away during the war?

4 Carrie's War is a historical novel. This means that

the story actually happened as it is written?

the story is set against events which did happen?

the author has made up all the history in the story?

5 Write a **definition** of each of these words.

a evacuee

b evacuate

c train

d trainee

c escape

d escapee

6 The **suffix** -ee means

7 Use a suffix to change these verbs into the name for people who do the verb.

perform reform explore shop buy repair



Glossary
definition
suffix

Setting

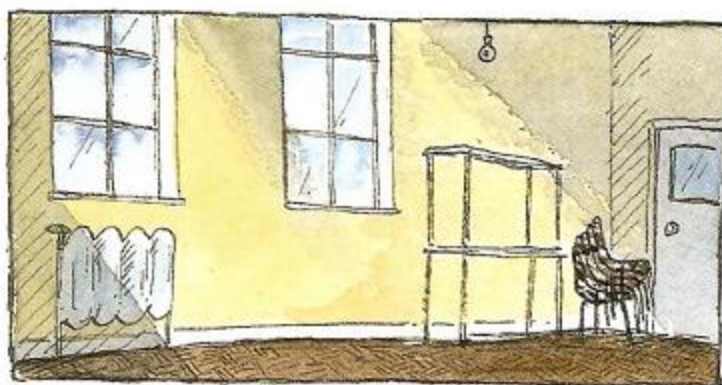
- 1 Reread the extract on pages 32 and 33.
- 2 The setting of the story is described in two ways – pick out the words and phrases which make the setting seem
 - a sinister.
 - b harmless.
- 3 a Read the second **paragraph** from *Carrie's War* on page 32.
 b Why had the place changed?
 c What were the two main changes?
- 4 Think of your classroom or school as it is now and what it is like at the beginning of the school year, just before term starts. Make a list of adjectives and adjective phrases which describe the classroom now and then.



Text features:
paragraph
structure, revising
similes and
metaphors

Remember

Similes often use
'like' or 'as...as'
to compare
something with
something else.



THEN	NOW
gloomy	humming with activity
eerily empty	busy
	colourful

- 5 In the second paragraph on page 32 the writer compares the stony ridge with a forgotten forest in a fairy tale. Write a **simile** to describe your classroom or school.
- 6 In this paragraph the writer says the stony ridge is a tangled wood around Sleeping Beauty's castle. Write a **metaphor** for your classroom.
- 7 Now use this paragraph from *Carrie's War* as a model to help you write a paragraph to describe how your classroom has changed since the beginning of term.

Remember

Write as if
another person
who knows your
memories is
telling the
description.

Glossary
paragraph
simile
metaphor

The walls had been completely changed.

Structuring paragraphs

- 1 This paragraph from Chapter 1 of *Carrie's War* describes what happened beside the railway, rather than what it looked like.

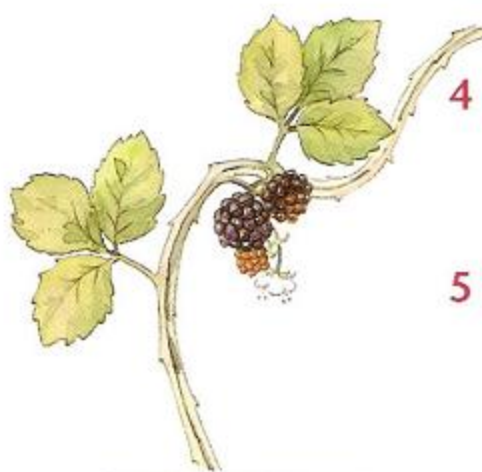
Carrie said, "Nick and I used to walk from the town along the side of the railway. It was quite safe, not like an electrified line, and there weren't many trains, anyway. Only two or three a day and they came dead slow round the bend in case there were sheep on the track. When there were, the engine driver would stop the train and get out of his cab and shoo them off, and sometimes he'd wait so that everyone could get down from the carriages and stretch their legs and pick blackberries before they set off again. Nick and I never saw that, but people said it often happened. They were specially good blackberries here, easy to reach and not dusty, like at the side of a road. When they were ripe, Nick and I used to pick some to eat on the way."

- 2 Carrie talks about the railway line of the past in such a way that the reader notices the difference between that railway and modern railways. Complete the chart.

What Carrie says:	The change implied by what is said:
"It was safe, not like an electrified line."	
"There weren't many trains."	
The trains "came dead slow...in case there were sheep on the track."	
People could get out to "pick blackberries".	



- 3 Where else has Carrie collected blackberries, as well as beside the railway?
- 4 The **paragraph** above is Carrie's memory of the railway line. How accurate do you think the description was? Was the railway always like this?
- 5 Think of somewhere you walk quite often.
- Make brief notes of two things you pass.
 - Make a note of something someone has told you about the place.
 - Write a paragraph like the one above, describing the place in terms of your memories.



Glossary
paragraph

Boon Hua Li and I used to go past the old swimming pool all the time. It was really chilly and dirty, not at all like a modern indoor swimming pool ...

Active and passive verbs

Sentence features:
active and passive
verbs, subject,
agent

1 Change the following sentences from active to passive.

- a The villagers looked after the children.
- b During the war, families grew food.
- c Gardeners water the vegetables regularly.
- d She picked up the basket of food.
- e The butcher sold meat to everyone.
- f The photographer took pictures of the party.
- g The whole village celebrated the end of the war.



The **agent** in a sentence is the person or thing performing the action. EXAMPLE: The dog bit the man. (active)

2 Identify the agent in each of the sentences in 1 above.

Sometimes 'by' is put in before the agent in **passive sentences** or the agent is not identified.

EXAMPLE: The man was bitten by the dog. or
The man was bitten.

3 Say whether there is an agent or not for each of these sentences.

- a The lemonade was completely used up.
- b The guns were silenced for the memorial service.
- c The fizzy drink was consumed by Ben.
- d The marrows were eaten by slugs.
- e The cauliflowers were totally ruined.



4 Rewrite this passage using passive sentences to make it sound more formal.

The army men found a bomb in Gary's garden. The Germans dropped it on London, but missed the target. The bomb disposal men arrived very quickly. They examined the bomb and declared a danger zone. The notices said DANGER UXB. The excitement thrilled Gary.



Glossary
agent
passive

Goodnight Mister Tom

You are now going to study an extract from *Goodnight Mister Tom* by Michelle Magorian. This book is about a child, William Beach, who was evacuated to the countryside during the Second World War and lived with Tom Oakley.

direct speech

setting

"On market days that be filled with all kinds of stalls," said Tom.

In the centre of the square was a stone archway with a clock in its wall and on the ground below, surrounding it on four sides, were wooden benches.

They stopped outside a newsagent's shop. Two placards were leaning up against the wall. 'Poland invaded!' read one and 'Turn your wireless low. Remember, someone might be on duty,' read the other. The door of the shop was already propped wide open.

"Hot, ent it?" said a tiny old lady from behind the counter. "Your usual is it, Mr Oakley?" she added.

Tom nodded.

She reached up to a yellow tin of tobacco on one of the shelves. A pile of comics caught Willie's eye. Tom glanced at him.

"One sweet and one comic," he said sharply. "Choose."

Willie was stunned.

"Don't you hurry, sonny," said the old lady kindly. "You jest takes yer time." She pointed up at some of the many jars. "We got boiled ones, fruit drops, farthin' chews, mint humbugs, there's lollies, of course. They're popular. There's strawberry, lemon, lime and orange."

Tom was annoyed at the long silence that followed and was just about to say something when he caught sight of Willie's face.

Willie swallowed hard. He'd never been asked to choose anything ever.

"A lolly please, miss," he said at last.

"What flavour?"

He frowned and panicked for a moment. "Strawberry," he answered huskily.

The old lady opened the jar and handed one to him. It was wrapped up in black-and-white striped paper and twisted like a unicorn's horn.

"Now what comic would you like, dear?"

Willie felt hopeless. What use would a comic be to him? He wouldn't be able to understand the words. He loved the colours, though, and the pictures looked so funny and exciting. He glanced up at Tom.

"I can't read, Mister Tom."

"I know that," he said shortly, "but I can."



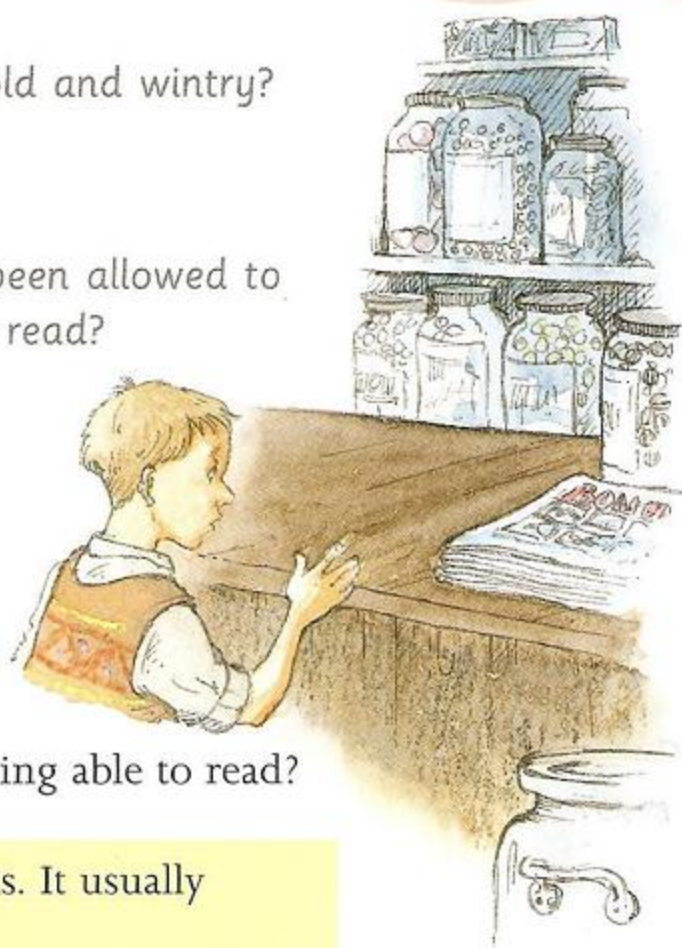
Tom's feelings

Willie's feelings

Text features:
comprehension,
old-fashioned
words

**Reading/Writing
skills:**
dialect and
standard English,
accent

- 1 The passage takes place
in a shopping centre? in a market square?
in a village street?
- 2 The weather is
fine and hot? cloudy and humid? cold and wintry?
- 3 Willie was stunned because
he did not like sweets? he had never been allowed to
choose sweets or comics? he couldn't read?
- 4 From the evidence in this passage,
what sort of character is Mister Tom?
- 5 What do you learn about the
character of Willie from the passage?
- 6 How do you think Willie felt about not being able to read?



Accent is the way people pronounce words. It usually indicates where they come from.

- 7 How does the author indicate that the lady in the shop has a particular accent?

Dialect is a variation in grammar or words in spoken English, depending on the speaker's origins.

- 8 Rewrite the following sentences of speech in standard English, as they might be written down, not spoken.

EXAMPLE: We got a lot to do.

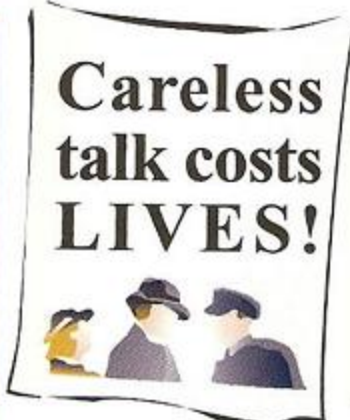
We have got a lot to do.

- a You reckon you can keep up?
- b On market days that be filled with all kinds of stalls.
- c Hot, ent it?
- d You jest takes yer time.
- e They'se popular.

Glossary
accent
dialect

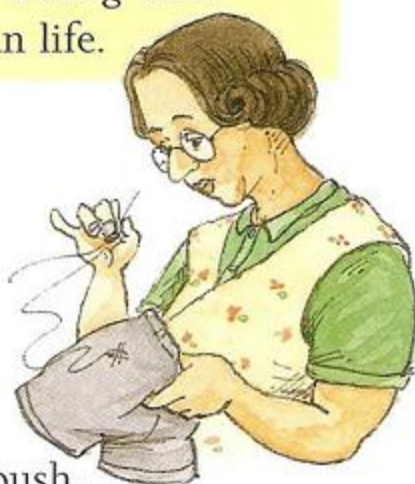
Slogans and proverbs

- 1 In the extract on page 38 the placard said 'Turn your wireless low. Someone might be on duty.' What did this mean?
- 2 Here are some other wartime **slogans**. Write a sentence to explain what each one could mean.



Proverbs are sayings which have lasted for a long time and give some advice or insight into human life.

- 3 What do you think these proverbs mean?
 - a A stitch in time saves nine.
 - b Look after the pennies and the pounds look after themselves.
 - c Waste not, want not.
 - d Half a loaf is better than none.
 - e A bird in the hand is worth two in the bush.
- 4 Why might these proverbs be particularly appropriate in wartime?
- 5 Match the two halves of the proverbs and write them out in full.



Remember

You can use a dictionary of proverbs to help you with this task.

Glossary
slogan

Too many cooks	before you leap.
The early bird	the mice do play.
Look	spoil the broth.
When the cat's away	a book by its cover.
Don't judge	catches the worm.

Another point of view

- 1 Read the following extract from *War Horse* by Michael Morpurgo set in the First World War.

Text level:
comprehension,
summarising
Reading skills:
comprehension,
vocabulary

Chapter 5

In the few short weeks before I went off to war I was to be changed from a working farmhorse into a cavalry mount. It was no easy transformation, for I resented deeply the tight disciplines of the riding school and the hard hot hours out on manoeuvres on the Plain. Back at home with Albert I had revelled in the long rides along the lanes and over the fields; I had loved the aching days of ploughing and harrowing alongside Zoey, but that was because there had been a bond between us of trust and devotion.

But it was my rider that I disliked more than anything in my new life. Corporal Samuel Perkins was a hard, gritty little man, an ex-jockey whose only pleasure in life seemed to be the power he could exert over a horse. He was universally feared by all troopers and horses alike. Even the officers, I felt, went in trepidation of him; for he knew it seemed all there was to know about horses and had the experience of a lifetime behind him. And he rode hard and heavy-handed. With him the whip and the spurs were not just for show.

- 2 Write **definitions** of these words.
- a Cavalry means
 - b Manoeuvres means
 - c Harrowing means
 - d Trepidation means
- 3 Who do you think Zoey was?
- 4 What role was the horse being prepared for?
- 5 **Summarise**, in note form, the passage above in four sentences or less. Remember to include the key issues:
- a who is involved
 - b what the horse thinks about the changes.
- 6 Horses were used a great deal in the First World War, but not so much in the Second World War.
- a Why were less horses used in the Second World War?
 - b What had taken the place of horses?
 - c What disadvantages do horses have for fighting?

Remember

Some specialised words, like 'bit', have a number of definitions – choose the one that fits the passage.

Remember

Notes do not have to include full sentences.

Glossary
definition
summary

Text level:
point of view,
anthropomorphism
Reading skills:
vocabulary

Remember

Use a dictionary
and the Glossary
to help you
understand
difficult ideas.

A point of view

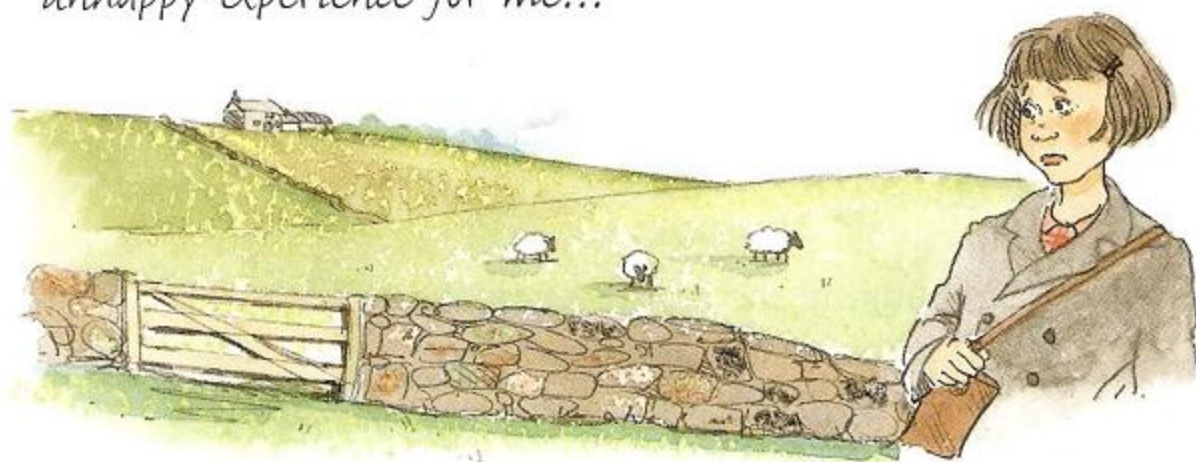
- 1 What does 'anthropomorphism' mean?
- 2 List two other books, films or poems that are anthropomorphic.
- 3 The other extracts in this unit have been told by an unknown narrator who revealed the characters' thoughts and feelings. Who tells the 'War Horse' story?

In the extract on page 41, the very first sentence tells the reader what happens. The rest of the **paragraph** describes the horse's thoughts and feelings.

- 4 Using the first paragraph of the extract on page 41 as a model, complete the paragraphs below.

In the term I have been in Mrs Flyte's class I have achieved remarkable progress in art...

The first few weeks after I was evacuated were an unhappy experience for me...



The outbreak of war totally changed our family's lives...

- 5 Imagine the paragraphs you have written were written by someone called Joe. Now rewrite one of the paragraphs in the third person.

The first few weeks after Joe was evacuated were very unhappy for him ...

Glossary
paragraph



Mnemonics

A **mnemonic** is a memory trick to help you remember something, such as how to spell a word.

Word level
mnemonics
Sentence level
revising clauses

- 1 Explain how 'There is a rat in separate' helps you to spell 'separate'.

- 2 Invent mnemonics of this type to help you spell:

a friend (end)

b piece (pie)

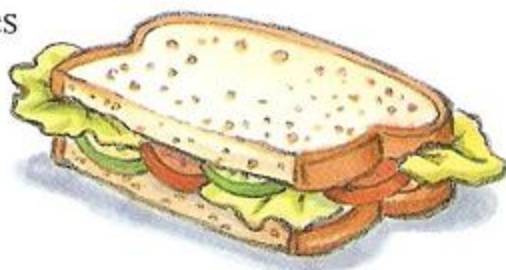
c hear (ear).



- 3 What words do these mnemonics help you to spell?

a Never Eat Cucumber, Eat Salad Sandwiches and Remain Young.

b Wasps Always Sting.



- 4 Invent a mnemonic to help you spell:

a because

b people.

- 5 What words does this mnemonic help you to spell?

I before E except after C.

Revising clauses

- 1 Add a clause to these clauses to make interesting sentences.

a Even though it was raining

b The war was terrible but

c Sarah went to school although

d because there was a war on.

e until the war was over.

f when the soldiers come home.



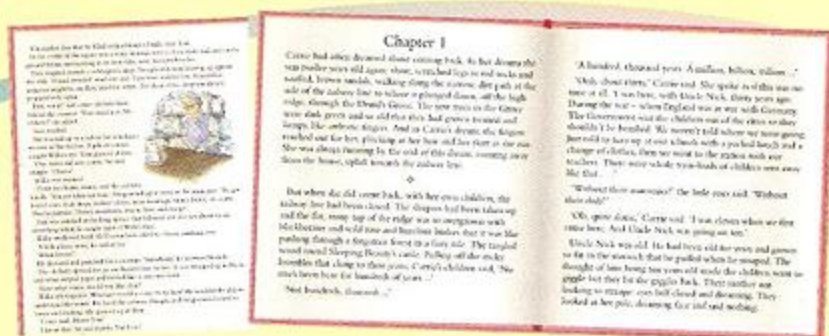
- 2 Put in commas or semi-colons to separate the clauses.

Even though the poor horse was tired he galloped bravely on.
The soldiers trudged wearily on despite the terrible weather.
The war was over there was peace at last.
She was an evacuee taken away from her normal home.



Writing a historical story

You are going to write a historical story set in the war. To do this you will need to discuss the period of history and look up information you might need to know.



- 1 You are going to write, as an adult, about your memories of being sent away from your parents to a strange place. This happened to thousands of children in the second world war. Even today many children are separated from their parents in wars and forced to become refugees.
- 2 Choose your character. Will you be a man or a woman? Write notes about your character as a child in wartime.
 - What does he/she look like?
 - What is his/her name?
 - What sort of clothes will he/she be wearing?
 - It is very important that you consider how you might feel if you had been sent away to the country without your parents. Remember, your character will be at least 60, but will talk about being a child in the war.
- 3 Make notes about the place in the country you have been sent to. Think about what the town or village would be like and how people might treat you. Choose a particular place to write about, such as a school, friend's house, play area or den.
- 4 Reread the extract from *Carrie's War* on pages 32 and 33. Notice how the author has
 - described the changes.
 - used detail about what she used to do to describe the place.
 - talked about another person in that place.
 - mentioned what other people said about the place.
- 5 Reread the extract from *Goodnight Mister Tom* on page 38. Notice how the author has used details about the place and time to create the atmosphere of the time.



Brainstorm



Plan

- 6 To make your memories into a story you must think of an incident, happening or event which you are going to retell. Ideas could include an accident, a party, a school play, a sports day or anything else that would be memorable.
- 7 Now choose one of the introductory sentences below to begin your story and put in the name of your character.

_____ sometimes thought of the war, now that more than 50 years had passed since the end. He/she remembered the place where he/she was evacuated to _____.

When people talk about the horrors of the war, _____ remembered happy times. As an evacuee, life was not all bad. Fifty years later _____ came back to the village. It had all changed but he/she remembered _____.

All through the war _____ was away from his/her family. Looking back to that time, he/she remembered one incident with clarity _____.



- 8 Now use your notes to write a plan of your story, taking care to use description to capture the sense of time passing and change.
- 9 Swap your draft with a friend. Discuss these questions.
 - Is the story easy to understand?
 - Are the characters easy to imagine?
 - Have you managed to describe the place through what the character does?
 - Does the story end well?



- 10 Talk about these questions with your partner and mark any changes you want to make on the draft. Check any spellings you are not sure about.



- 11 Write out your story.

Writing to discuss

In this unit you will study how discussion documents are written. At the end of the unit you will plan, draft and write your own discussion piece on a controversial issue.

Tails fan anti-docking debate

by Peter Gruner

IF A SHEEPDOG wins the 109th Cruft's Show it will, for the first time, be able to celebrate by wagging its whole tail. Jezebel, an old English sheepdog, is believed to be the first of its breed to win a place in the semi-finals with its tail intact.

Campaigners against tail docking are celebrating the news as a small shift towards more natural looking dogs. The old English sheepdog and a Polish lowland sheepdog called Digby beat their docked rivals to qualify at the show at the NEC in Birmingham which opens on Thursday.

Owners and judges continue to defend the docking practice although it is regarded as unjustified mutilation by the Royal College of Veterinary Surgeons. A code of conduct issued by the RCVS seven



years ago bars vets from docking tails for cosmetic reasons but it can be justified for therapeutic reasons.

The campaigning editor of *Dogs Today*, Beverley Cuddy, described the two undocked dogs as a small but important 'breakthrough' for Cruft's.

"Until now, you would have had more chance of finding a cat than a

opening paragraphs indicate the area of disagreement

people in favour

Text features:
issue,
arguments for,
arguments against

- What is the purpose of this text?
- Are there arguments for and against?
- Why do you think the names of several organizations are given?
- What tense is most of this written in?

arguments against docking

causal links

boxer or an old English sheepdog with a tail, but times seem to be changing. Docking is cruel and crippling **because** the tail helps give the dog its sense of balance," she said.

Among the organizations opposed to docking are the RSPCA, which describes it as 'cruel', and the National Canine Defence League.

A quarter of the nation's 7.3 million dogs have had their tails removed, according to anti-docking campaigners who claim it is done for no other reason than because owners think it looks nice.

About 40 of the 170 species of dogs in Britain are docked – including boxers, cocker spaniels, Dobermans and Yorkshire terriers.

In Germany an animal protection bill last year banned the docking of pet and show dogs' tails.

Raising the profile of dogs with tails is important to the Society for the Protection of Undocked Dogs which encouraged owners to show their undocked dogs. Caroline Kisko, spokeswoman for the Kennel Club, said the number of undocked dogs is increasing at Cruft's.

"We certainly don't have a view about the issue," she said. "Putting my own opinion aside, we have to remember that the claim that the practice is a cruel one has not been proved conclusively – and it is not against the law."

point backed by greater detail

organizations/ individuals against



from *The Evening Standard* March 9, 1999

Comprehension and vocabulary



- 1 Look again at the article on pages 46 and 47.
Answer these questions.
 - a What two dogs (give their breed and their names) are through to the semi-final?
 - b Why is their victory a 'breakthrough'?
 - c How long ago did the Royal College of Veterinary Surgeons bar tail docking for cosmetic reasons?
 - d Give two reasons owners give for docking tails.
 - e Give two reasons campaigners give for docking being banned.
 - f List three organizations that are against docking.
 - g List two organizations that will tolerate docking.
 - h How many docked dogs are there in Britain?
 - i Which country recently banned the docking of dogs' tails?
 - j The Kennel Club organizes the Cruft's show. Why do you think their spokesperson says they do not have a view about the issue?

Remember

You can use a dictionary to look up word meanings.

- 2 Give a **definition** for the following words from the passage.

- a Celebrating means _____
- b Semi-finals means _____
- c Intact means _____
- d Unjustified means _____
- e Cosmetic means _____
- f Therapeutic means _____



- 3 Look at the **headline** to the article on pages 46 and 47.
- 4 Why do you think the verb 'fan' has been used?
- 5 Invent an alternative headline which includes a play on words. It can be about tail docking of any animal.

Tongues wag in docking debate

It's baaa baric

A tail tale

Glossary
definition
headline

Expanding a point

In the article on pages 46 and 47 some facts are stated very briefly. We can **extend arguments** by explaining the significance of the fact.

EXAMPLE: In Germany an animal protection bill banned the docking of tails. This shows that other countries have recognized that it is unnecessary.

Text features:
elaborating on
arguments
Word level:
causal connectives,
proverbs

These **connectives** can help us expand a point into a more persuasive **argument**.

this shows **therefore** **we can see that**
this means **in consequence** **consequently**
as a result **which makes** **in view of which**
thus **because**

1 Use the connectives to expand each sentence into a more extended argument.

- a Dogs cry out when their tails are docked.
- b Sheep with undocked tails are more likely to get dirt and disease gathering under their tails.
- c People continue to buy dogs with docked tails.
- d Tail docking is not illegal in the UK.



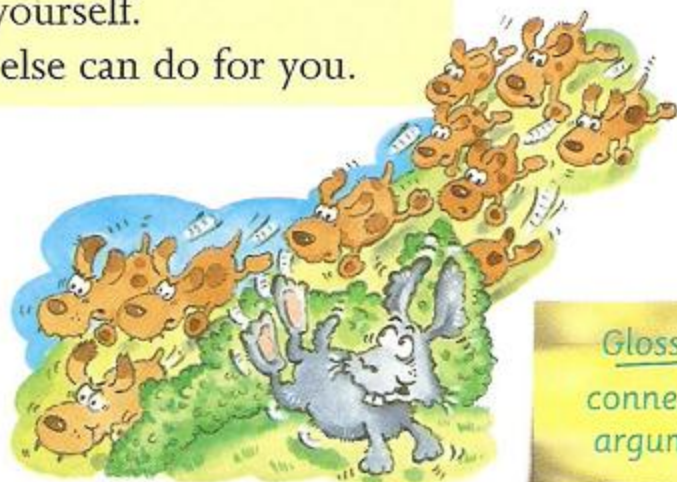
Proverbs

Proverbs are wise sayings which suggest ways of behaving. Because dogs have been part of humans' lives for a long time there are many proverbs which refer to dogs.

EXAMPLE: Don't keep a dog and bark yourself.

This means don't do a job someone else can do for you.

- 2 What do these proverbs mean?
 - a Every dog will have its day.
 - b You cannot run with the hare and hunt with the hounds.
- 3 Make up your own dog proverb.



Glossary
connective
argument

Text features:
arguments for
and against
Word level:
persuasive
language

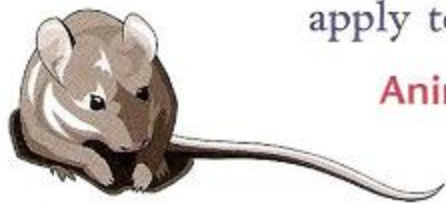
Animal testing: For and against

Using animals for laboratory testing is a topic people disagree about.

- 1 Sort out these **arguments** into groups for and against.

Animals are different from humans and so any evidence from animal testing cannot apply to humans.

Most scientists care a great deal about the animals they use and animal research is strictly controlled by law.



Animals are used for frivolous experiments such as testing cosmetics.

Animal research is morally wrong.

It would be morally wrong to let people be ill or in pain if animal testing can provide new cures.

There are great similarities between animal and human reactions to medicines.

Computers and test-tube experiments are used as much as possible but we also need to use animals before testing on humans.

We can use computers or test-tube experiments instead of animals.

Animal research is essential for the development of new medicines for serious illnesses.

Animals are cruelly treated in laboratories.



- 2 The words we choose can influence people. 'Frivolous', 'wrong' and 'cruelly' have all been chosen to make animal testing sound horrible. Find three words or phrases that those in favour of testing have chosen to make their case sound right.

- 3 What is the main difference between the two **viewpoints**? Complete this sentence.

Some people believe that animals ...whilst others believe

- 4 Use the arguments above to write two paragraphs. Add any further ideas you have.

Those people who think animals should not be used for experiments argue that ...

The people who support animal experimentation for the development of medicines claim ...

- 5 What do you think? Write a sentence giving your views.

I think that ...



Glossary
argument

Text features:
facts and opinions
Word level:
persuasive words

Facts and opinions

When reading and writing discussions it is important to be able to sort out facts from opinions. It is also important to recognize phrases and words which are included to influence our thinking.

- 1 Read this and find three facts and two opinions.

In 1986 the government created the Animals (Scientific Procedures) Act. The Act controls all aspects of the use of animals in research. It aims to balance any likely adverse effects on animals against the benefits to humans and animals likely to result from any proposed research. It is thought that this law is the most comprehensive of its kind in the world. To carry out animal experiments each research project must be granted a licence by the Secretary of State. This is a good idea. The application must describe fully the research programme and list the species and numbers of animals to be used.

People can try to make their **arguments** and opinions sound stronger by adding **persuasive phrases** and **words**.

EXAMPLES: Of course this is a good idea.

Everybody thinks this is a good idea.

- 2 Add some persuasive phrases to these sentences.

we all agree *it is undeniable* **unquestionably** **without doubt** **definitely**

- a All scientists look after animals carefully.
- b Animal testing is wrong.
- c People are more important than animals.
- d Some experiments are justifiable but not the testing of cosmetics.



- 3 Pictures can strengthen arguments. Which of these pictures would you choose if you supported or disagreed with animal experiments?



Glossary
argument

The Zoo Debate

We are now going to look at another example of discussion writing. This author uses humour to express the ideas.

illustrations
and headings
to appeal to
a particular
age group

ZOOS: Conservation or Cruelty?

Taking a trip to the zoo may be fun for you, but how much do the animals enjoy it? Being a zoo animal is a 24-hour job – unlike you, the animals can't go home at the end of the day to roam in their natural habitat. On the other hand, zoos can teach us a great deal about animals, which in turn may help us to protect endangered species. So what are the pros and cons in the great zoo debate?

Too Close for Comfort

Many animals are not used to being close to humans and may find it disturbing. (If you think your family are strange, imagine how they must seem to the average polar bear!)



arguments
against

Lonely Lions

Some animals need to get together with their own kind. In zoos, naturally sociable animals are sometimes left without family or friends and feel isolated and confused.



persuasive
language

Bored Bears go Barmy

Because they can't lead natural lives, zoo animals run the risk of developing abnormal behaviour patterns. Repetitive pacing, rocking from side to side and biting the bars are signs that animals may be suffering from 'zoochosis' (not a new pop group, but a brainy scientific term to describe this sad behaviour).



arguments
for

It's Not all Boos to Zoos

The good news is that zoos can play a very valuable role in research and conservation. Some animals would actually be extinct without their help. The Hawaiian goose, Pere David's deer and the Golden Lion tamarin may all have disappeared without the help of zoo breeding programmes.

Freeing all the animals in every zoo in Britain probably won't help them all that much. On the other hand zoos do vary enormously in the quality of the care and conditions that they give to the animals. Some provide much better homes than others. Good zoos make sure that monkeys have room to swing around and the penguins space to swim.

words/
phrases
signalling
change of
stance

What do your friends and teachers think about zoos?
Why not ask your teacher to organize a class debate?

from Roar! Animal Rights Handbook for Kids by Peter Hoggarth

Text features:
issue, arguments
for, arguments
against
Reading skills:
comprehension
Word level:
definitions

1 Read the passage carefully then answer these questions.

- a Give two reasons in favour of zoos.
- b Give two reasons against zoos.
- c What might happen to sociable animals who are left alone?
- d What sort of abnormal behaviour patterns might animals develop in zoos?
- e Name two species that have been helped by zoo breeding programmes.
- f Give two examples of good living conditions in zoos.
- g Which side of the argument do you find most persuasive? Why?



2 Give a **definition** for the following words from the passage.

- a Habitat means _____
- b Endangered means _____
- c Bored means _____
- d Sociable means _____
- e Abnormal means _____
- f Conservation means _____

Remember

You can use a dictionary to look up word meanings.

3 Write out an example of an alliterative heading from page 52.



- 4 Why do you think the author has used alliteration?
- 5 What else has the author used to appeal to his readers?

Glossary
definition

Switching arguments

When we are looking at differing points of view it is helpful to the reader if we signal when we are going to change sides. Certain **connective** words and phrases can help us do this.

EXAMPLE: Animals are well looked after in zoos but they may be bored.

1 Here are some contrastive connectives.

whereas but on the other hand however
a counter argument against that instead
in contrast although alternatively

2 Sort out these statements into contrasting pairs.

People can get close to animals in zoos.

It is convenient to come to school by car.

Animals bred in zoos are rarely released into the wild.

In the summer the sun is too hot.

Wild animals may be disturbed by the presence of people.

The heat of the sun can be relaxing.

People making short car journeys cause congestion.

Endangered animals can breed in zoos.

3 Use the connectives given above to link the pairs of statements.



4 Find two examples of contrastive connectives being used in the passage on Tail Docking on pages 46 and 47.

5 Find an example in the passage on Zoos on page 52.

Conditional sentences

Conditional sentences contain a **subordinate clause** beginning with **if**, **when** or **unless**. They express generalizations, predictions or possibilities – things that will, should, might or could happen.

1 Add a **main clause** to these subordinate clauses to make conditional sentences.

- a When it rains _____.
- b Unless she gets here soon _____.
- c If you like animals _____.
- d Unless we stop them _____.
- e When you hear the bell _____.
- f If you don't study hard _____.



Some verbs are important for expressing conditional happenings. These are **modal verbs** and they are usually used with other verbs, not on their own.

The modal verbs are:

must can may will shall
could might would should

2 Use one of the modal verbs to complete these conditional sentences.

- a If you support animal rights you _____ write to your MP.
- b When you buy eggs you _____ look for free range ones.
- c Unless dogs are well exercised they _____ get fat.
- d Dogs _____ not have their tails docked unless there is good reason.
- e When scientists conduct experiments they _____ use computers instead of animals.
- f Unless we ban whale hunting, certain whales _____ become extinct.



3 Compare your sentences with a partner's. Have you both used the same modal verbs? If not, does it make any difference to the meaning of the sentence?

Glossary
subordinate
clause
main clause

Text features:
letter writing
Grammar:
punctuation

Letter writing

You can get information on the pros and cons of animal issues by writing to animal organizations.

1 Look at this letter.

bidmouth wildlife zoo
bidmouth
bn6 4rt

seaton rise school
bidmouth
bn3 4rt
7th march 1999

dear mr smith

my class is undertaking some research in order to write a discussion paper about whether animals should be kept in zoos

we have heard about your conservation programme and we would like to ask you for some more details about it how many endangered animals have been born since you began the programme and have any been successfully returned to the wild we would also like to ask where you buy your animals from and whether you know if they have been taken from the wild if you have any information leaflets about your programme we would be grateful if you could send us a copy this information will help us get an accurate picture of how your zoo works and will help us write a balanced discussion paper

thank you for your help.

yours sincerely

ben wright

(on behalf of class 6)



2 Ben had a problem with the computer when he was typing this letter and has missed out all capital letters and punctuation marks. Correct the mistakes, using the copy of the letter that your teacher will give you.

3 Why has Ben used a formal style and not a chatty style of writing?

4 At the end of this unit you are going to write a discussion paper on fox hunting. Use Ben's letter as a model to write your own letter to one of these organizations asking for information.



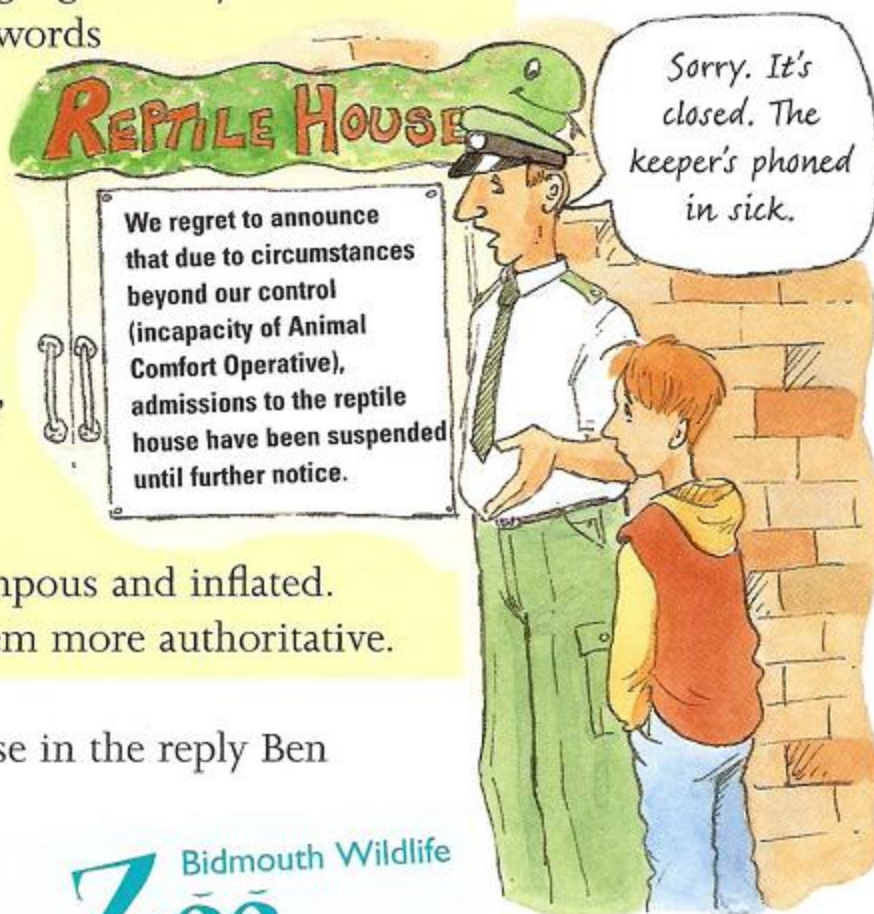
Word level:
inflated language
Grammar:
passive voice

Inflated language

Official notices, letters and documents often use more formal language than spoken language. It may include:

- long words instead of simple words
– ‘suspended’
- the use of set phrases
– ‘due to circumstances’
- flattery and/or apology
– ‘we regret to announce’
- upgrading of job titles
– ‘Animal Comfort Operative’
- use of the passive voice –
‘have been suspended’.

Over-use of these can sound pompous and inflated. Careful use can make writing seem more authoritative.



- 1 Find one example of each of these in the reply Ben received to his letter to the Zoo.

Ben Wright
Seaton Rise School
Bidmouth
BN3 4RT

Bidmouth Wildlife
ZOO
Bidmouth
BN6 4RT

12th March 1999

Dear Ben,

We are delighted that we had the opportunity to welcome you and your colleagues to our zoo. We trust you found your visit interesting and everything to your satisfaction. Our Animal Comfort Operatives are of the highest calibre and our animal inmate enclosures are maintained to the highest standards of hygiene and comfort.

Thank you for your query regarding our renowned Animal Breeding Programme. Leaflets are enclosed for your information.

If we can be of any further assistance to you and your educational establishment, please do not hesitate to contact me or a member of my customer care team.

Assuring you of our best attention at all times.

Yours sincerely,

Mr P Smith

(Manager, Customer Care Directorate)

- 2 Write a simplified version of Mr Smith's letter.

Writing a discussion paper

You have looked at different controversial issues in this unit. Now you are going to write your own discussion paper looking at the arguments for and against another animal issue, fox hunting.



Discuss

- 1 Look at the discussions you have studied in this unit.
- 2 In pairs, discuss each of these ideas in favour of hunting. Record your ideas on the grid your teacher will give you.

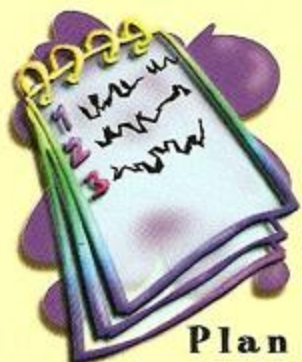
Lots of people enjoy it

It's a traditional part of country life

Arguments for hunting

If hunts closed down lots of people would lose jobs

Foxes need to be kept in check as they do a lot of damage



Plan

- 3 In different pairs, discuss each of these ideas against hunting. Record your ideas on the grid your teacher will give you.

It's cruel. Foxes suffer pain and stress

Fox numbers could be controlled by shooting and trapping

Arguments against hunting

Hunts damage crops etc. as they charge through the countryside

Many people in this country oppose it

Text features:
narrative openings,
character, setting,
plot

- 4 If you have access to any books, leaflets, or the Internet, find evidence to add to your points (for example, how many people belong to hunting organizations, how many people belong to anti-hunting organizations).
- 5 Write an opening sentence stating what the disagreement is. Then add a couple of sentences outlining the key arguments on each side.
- 6 Write a paragraph supporting hunting and a paragraph against hunting. Use your notes to help you. Set out your points and back them up with evidence.
- 7 Write a conclusion summing up what you have said and giving your opinion if you wish.
- 8 Share your draft with a friend.



- Has your choice of words suggested where your sympathy lies?
 - Are the arguments clear?
 - Are they backed up with any evidence or is it just opinion?
 - Have you concluded by summarizing the arguments and stating your view?
- 9 Make any alterations you decide are needed. Check spelling, punctuation and paragraphing.
 - 10 Complete a final version of your discussion paper.

Writing to explain

In this unit you will study how explanations are written. Explanations usually answer the questions 'how?', 'what is?' and 'why?'. At the end of the unit you will plan, draft and write your own explanation.

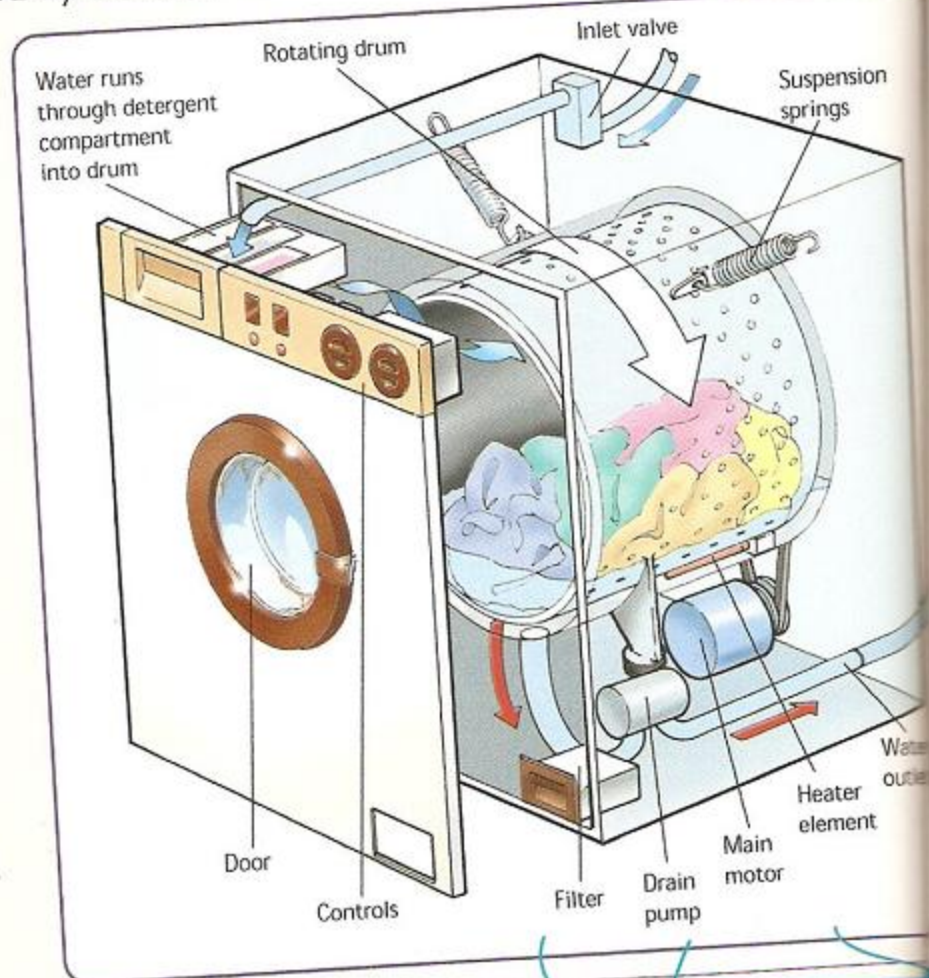
sequence of events explained

HOW THINGS WORK

Washing machine

A modern washing machine relies on several regulatory mechanisms in its operation. At the start of the cycle, water pours in through an electrically controlled inlet valve. Once the water reaches a certain level in the drum this is detected by a sensor that closes the inlet valve.

The pressure of the water in the inlet pipe helps to shut the valve firmly. The water is then heated by the machine's heater element. Once the pre-set temperature is reached, a thermostat switches off the electricity supply to the heater. A load of washing and water is very heavy, so the drum is stabilized by weights and suspended by heavy-duty springs.



technical language

*opening
summary
statement*

*sentence in
passive
voice*

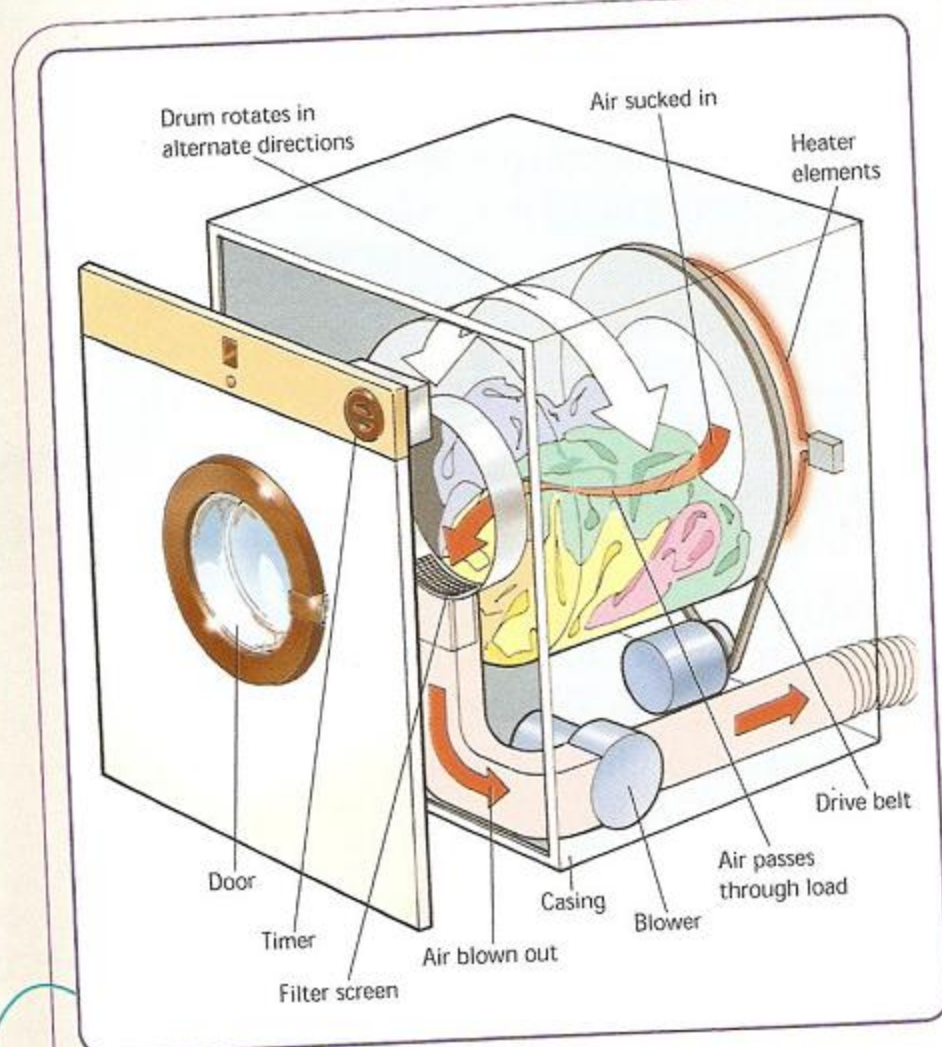
*action and
results*

*causal
connective*

Text features:
statement, details,
technical
vocabulary,
diagram

- What is the purpose of this text?
- Why is technical language needed?
- Why is a diagram needed?
- Why is an authoritative tone used?
- Why is the present tense used?

phenomena to be explained



Tumble drier

In most tumble driers the electric motor is programmed to turn the drum one way and then go into reverse and spin it the other way. This helps to shake and separate the contents. It prevents them from clumping together and leaving a still damp patch in the middle which the drying air cannot reach. Hot air is drawn through the unit by a blower fan. As it passes through the load, the air picks up dust and fibres; these are

trapped by the filter screen. In order to heat such great volumes of air, tumble driers use lots of electricity. They have one of the highest running costs of all household machines.

diagram to clarify and add more detail

from The Kingfisher Book of How Things Work by Steve Parker

Comprehension and vocabulary



Remember

You can use a dictionary to look up word meanings.

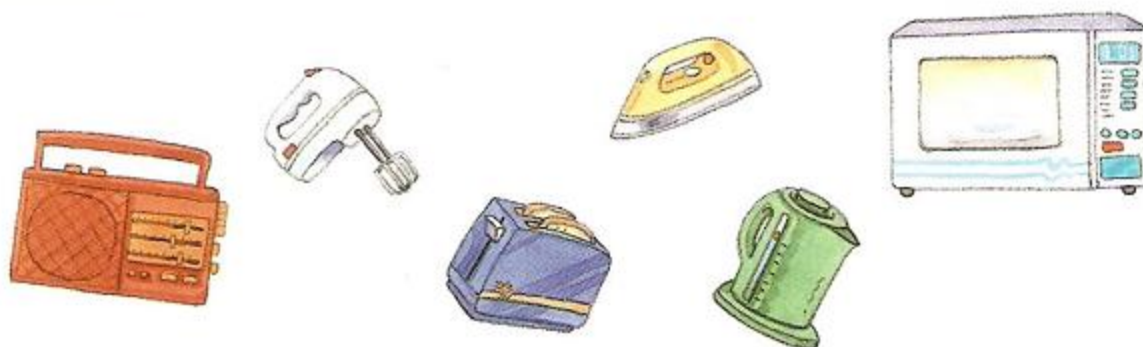
- 1 Look again at explanations on pages 60 and 61. Answer these questions.
 - a What happens at the start of a washing-machine cycle?
 - b How does the detergent get into the drum?
 - c Why are there suspension springs inside the washing-machine case?
 - d What would happen to wet washing if it stayed clumped together?
 - e What happens to dust and fibres in tumble driers?
 - f Why are tumble driers expensive to run?
 - g Why do you think the tumble drier does not need weights and springs to stabilize it?

- 2 Give a **definition** for the following words from the passage.
 - a Regulatory means _____
 - b Rotating means _____
 - c Stabilized means _____
 - d Reverse means _____
 - e Filter means _____
 - f Pre-set means _____



- 3 Kitchens are full of machines to help make domestic jobs easier. Can you create an alphabetical list of electrical machines you might find in a kitchen?

A	B	C	Deep-fat frier	E		
F	Food mixer	G	H	I	Juicer	K
M	N	O	P	Q	R	S
V	Waste disposal unit				X	Y
						Z
						L
						U



Glossary
definition

Joining sentences: cause and effect

Explanations often include a description of action followed by the effect of that action.

EXAMPLE: Once the pre-set temperature is reached, a thermostat switches off the electricity supply. We could join these two clauses together with a causal **connective**.

EXAMPLE: Once the pre-set temperature is reached this causes a thermostat to switch off the electricity supply.

- 1 Here are some more causal connectives to link actions and effects.

because this causes so consequently
as a result this makes and so as

- 2 Here are some actions and their effects (results). Use a causal connective to make each pair into one sentence.

Remember

Your linking words can come at the beginning or in the middle of the sentence.

Action	Effect
The water reaches a certain level.	The inlet valve closes.
The drier drum turns one way and then the other.	The contents are shaken and separated.
Hot air passes through the load.	Air picks up dust and fibres.
The machine needs a lot of hot air.	It uses a great deal of electricity.
A washing machine load is heavy.	The drum has to be weighed down to stabilize it.
Water runs through the detergent compartment.	Detergent is taken into the drum.

- 3 Finish these sentences by adding an effect (result) to the action.

- a I forgot to do my homework
- b The wind was very strong
- c I had spent all my pocket money by Monday
- d The dustbin was overflowing



Creating new words

As new machines are invented they are often named after the job they do or what makes them work.

EXAMPLE: **dishwasher, tumble drier, microwave oven**



- Here are some ideas for new machines. Choose one. Draw what you think it might look like and invent a new name for it. A machine that will:
 - change your thoughts into writing on a computer screen.
 - tidy your bedroom.
 - unpack the supermarket shopping for you.
- Write a few sentences explaining how your machine works.
- Here are some new words from The Oxford Dictionary of New Words.



- Write your own **definition** for three of these words.

Sometimes new words are old words used in a new way.

EXAMPLE: **Wicked** old meaning: bad/evil
new meaning: great/trendy



- Make a chart with other examples you can think of. Compare your chart with a friend's.

Glossary
definition

Word	Old meaning	New meaning
anorak	a jacket	a person who does boring things

Mixed texts

Sometimes a written text may have more than one purpose.

How You can Reduce Your Waste




*Try using the following
tips to reduce your waste*

-  Think before you buy. Choose products with less packaging.
-  Take a reusable bag when you go shopping. Ask your local supermarket if they supply reusable bags or boxes.
-  Compost your kitchen and garden waste. Not only will you reduce your waste but you will also produce a soil conditioner for your garden.
-  Contact your District Council for compost bin details.
-  Buy in bulk to reduce packaging and save money.
-  Avoid using disposable items like paper plates or plastic cups.
-  Buy low energy light bulbs and save both energy and money.
-  If you use batteries, why not use rechargeable ones?

-  Have your shoes and household items repaired.
-  Donate your unwanted clothes, shoes and bric-a-brac to your local charity shop.
-  Avoid unwanted circulars and free papers by putting a sticker on your letter box (available from Devon County Council).
-  Avoid junk mail by writing to: Mailing Preference Service Freepost 22 London W1E 7EZ asking them to remove you from mailing lists.
-  Support refillable bottle systems. Recycle what you can. Find out where your nearest Recycling Centre is and use it. Ask your District Council where your nearest recycling banks are.

This leaflet gives ideas about how to reduce waste. The ideas are given as **instructions** and the **explanation** is often implied rather than stated.

EXAMPLE: 'Choose products with less packaging' (written) implies – because you will have less packaging to throw away.

- 1 Choose three tips from the leaflet. Add a reason for the tip (as panel above) to make the explanation clearer.
- 2 How could you reduce waste in your classroom? List some ideas giving reasons so that the explanations are clear.

*In order to save paper use scrap paper,
not new paper, for rough work.*

- 3 Create a small leaflet that explains how to reduce waste in your classroom. It should include tips and reasons, your icon and your **slogan**.



Glossary
slogan

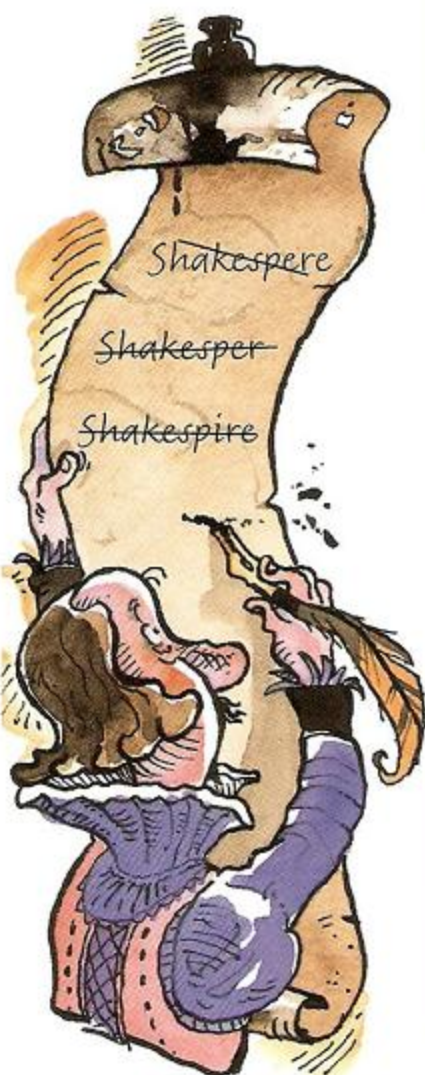
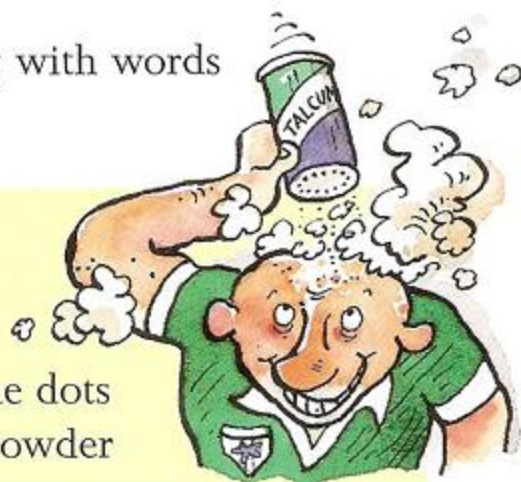
Word level:
puns, anagrams,
palindromes

Anagrams and palindromes

There are many different ways of playing with words in the English language.

An **anagram** is when the letters of a word or phrase are jumbled up to make a new word or phrase.

EXAMPLES: the Morse code = here come dots
world cup team = talcum powder



- 1 Try unscrambling these anagrams. They all make the name of a famous person or group. The first one is done for you.
 - a I am a weakish speller = William Shakespeare
 - b Crisis! Get help = (a girl pop group)
 - c Aim and saved = (England goalkeeper)
 - d Lean and solemn = (former President of South Africa)
 - e Ten elite brains = (scientist, invented the theory of relativity)
- 2 Try making an anagram for a kitchen machine, e.g. a washing machine.

Palindromes are words or sentences that say the same when read backwards or forwards.

EXAMPLES: dad oxo

A man, a plan, a canal, Panama!

- 3 Make a list of all the palindromic words you can think of.
- 4 It is very difficult to create a sentence palindrome. Try, but don't worry if you only manage a word or two.

ABLE WAS
I ERE
I SAW
ELBA



Pangrams and lipograms

Pangrams are sentences that contain all the letters of the alphabet.

EXAMPLE: The quick brown fox jumped over the lazy dog.

- 1 Try writing a pangram. Use a dictionary to help you.
- 2 Swap with a partner and check that they have used all the letters of the alphabet.

Extra Postage will be charged for heavy boxes to be moved quickly to zones J and M. (66 letters)



- 3 Count how many letters you took to create your sentence. Who managed it in the least number of letters?
- 4 Now try to write a pangram that contains the words 'washing machine' or 'tumble drier.'

A **lipogram** is a sentence which does not use a particular given letter, such as 'e'.

EXAMPLE: All good boys should drink six cups of liquid a day.

DID YOU KNOW?
Georges Perec wrote a novel without using the letter 'e'.



- 5 Ask a partner to tell you which letter you cannot use, then write the longest sentence you can without using the letter.
- 6 Swap with your partner and ask them to check that you have not used the letter.
- 7 Count how many letters you took to create your sentence. Who managed the longest sentence?
- 8 Write a lipogram sentence about a washing machine. Do not use the letter 'o'.

Another explanation

The explanation at the beginning of the unit answered the question 'how'? Here is another explanation answering the questions 'what is a ...?' and 'why'.

specialist
vocabulary

phenomenon to
be explained
given in the
headings

diagram
to clarify
and add
detail

causal links

summary
answer
explaining
what it is

further
details given

Reflex actions

A **reflex action** is an action your body makes automatically. They happen because your brain sometimes quickly flashes a message to your nerves telling them to do something. You cannot stop a reflex action from happening.

Sneezing

You sneeze in order to clear quickly something that is tickling your nose. Sneezing is a reflex action. You breathe in deeply and then air is blown out of your nose and mouth with great force.

Sneezing helps spread disease because tiny drops of mucus containing bacteria and viruses fly out with the air. **This is why** you should sneeze into a handkerchief.

When you sneeze, the air travels at more than 160 kilometres per hour.

Yawning

Yawning is a reflex action that makes you open your mouth wide, breathe in, and then breathe out slowly. You do **this when** you do not have as much oxygen as you need. This happens when you are tired, or bored, or when you are in a stuffy room and need fresh air. Yawning helps you to take in extra oxygen.

Vomiting

You vomit when food rushes up from your stomach and out through your mouth. It is a reflex action caused by the muscles in your abdomen tightening up and forcing the contents of your stomach back up. Vomiting may be caused **by eating too much or by food poisoning**. Some people also vomit from travel sickness. Travel sickness happens because the movement of the vehicle disturbs the balance organ in each ear.



from *The Oxford Children's A-Z of the Human Body* by Bridget and Neil Ardley

Text features:
summary,
explanation,
details, cause
and effect
Word level:
definitions,
causal
conjunctions

- 1 Look carefully at the passage and diagram.
Answer these questions.
 - a Why can you not stop a reflex action from happening?
 - b What is spread by sneezing?
 - c Name two situations that might cause yawning?
 - d What is the effect of yawning?
 - e How does travelling cause travel sickness?



- 2 Give a definition for the following words from the passage.

- a Automatically means _____
- b Tickling means _____
- c Stuffy means _____
- d Contents means _____
- e Disturbs means _____



- 3 Here are some actions (causes) and their effects (results).
Use the information in the passage to complete the chart.

Cause	Action	Effect
		You should use a handkerchief.
You do not have enough oxygen.	Yawn	
You are bored.		
The muscles in your abdomen tighten up.		
Vehicles move.		

Remember

You can use a dictionary to look up word meanings.



Grammar:
compound
sentences,
complex sentences,
main and
subordinate
clauses

Word level:
causal connectives

Remember

A clause always
contains a verb.

Compound and complex sentences

A **compound sentence** is made up of two or more **main clauses**.

EXAMPLES: Yawning takes in extra oxygen (main clause) so yawning helps you to stay awake (main clause).

A **complex sentence** is made up of a **main clause** and one or more **subordinate clauses** or phrases.

EXAMPLES: By taking in extra oxygen (subordinate phrase), yawning helps you stay awake (main clause).



1 Decide whether these are complex or compound sentences.

- a When you sneeze you breathe in deeply and then air is blown out.
- b Mucus, which contains bacteria and viruses, is spread by sneezing.
- c You cannot stop a reflex action because it happens automatically.
- d Coughing loudly, she had to leave the concert.
- e He was away from school as he had a terrible cold.

Adding clauses or phrases can make simple sentences more interesting. In explanations the clauses or phrases are often linked with **causal connectives** such as **because, by, so, therefore, this means that**.

EXAMPLES: Coughing spreads disease.

By scattering germs around, coughing
spreads disease.

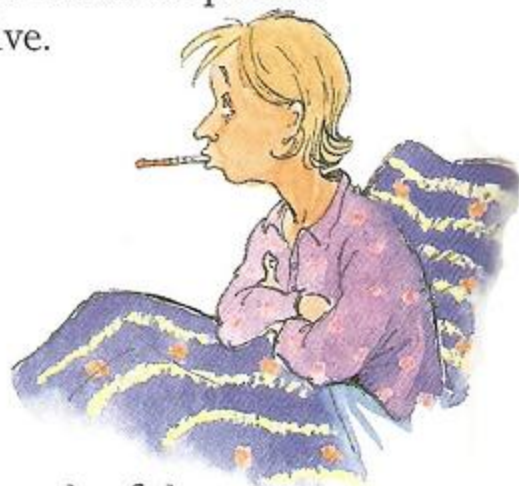
Remember

The rules for
punctuating
complex
sentences
are given on p11.

2 Add a further main clause or subordinate clause or phrase to these sentences. Use a causal connective.

- a You have a high temperature.
- b She took a travel sickness pill.
- c They tried hard not to yawn.
- d I feel sick.
- e It is hygienic to cover your mouth when you cough.
- f Lack of oxygen makes you sleepy.

3 Write 'complex' or 'compound' next to each of the new sentences you have created.



Glossary

main clause
subordinate
clause

Verb tenses

Most reports are written in the present tense.

Verbs tenses tell us whether something is happening now, has already happened or will happen in the future.

EXAMPLES:

you yawn, you are yawning (present)

you yawned, you have yawned (past)

you will yawn (future)



Text features:
explanations
Grammar:
verb tenses

- Find all the present tense verbs (or verb + auxiliary verb) in the report below.

Remember

A verb may have an auxiliary verb with it. This also indicates the tense.



You sneeze in order to clear quickly something that is tickling your nose. Sneezing is a reflex action. You breathe in deeply and then air is blown out of your nose and mouth with great force. Sneezing helps spread disease because tiny drops of mucus containing bacteria and viruses fly out with the air. This is why you should sneeze into a handkerchief.

- Change this passage from the past tense to the future tense. You may have to change more than the verbs.

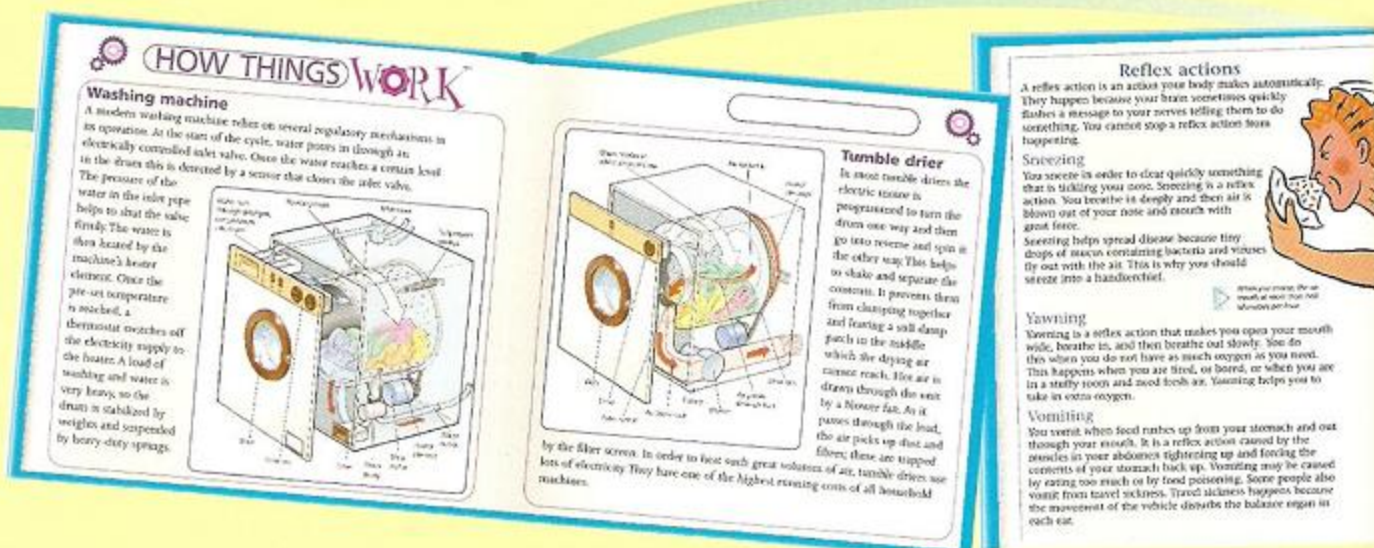
Yesterday I went to visit my uncle. As usual, he told me lots of jokes and I laughed and laughed and laughed. I started to hiccup. It got worse and worse. My family suggested lots of cures. They told me to hold my breath. That did not work. They dropped a cold object down my back. That did not work. They crept up behind me and shouted to scare me. That did not work. They told me to sip a glass of water. That did not work. Finally it stopped...but then my uncle started telling jokes again.



- Identify two irregular past tense verbs in the passage.
- Write a three-sentence, present tense account of what you are doing right now.

Writing an explanation

You have looked at different types of explanations in this unit. Now you are going to write your own explanation of another reflex action.



- 1 Look at the passages you have studied in this unit.
- 2 With a partner, talk about the characteristics of an explanation. The annotations on pages 60, 61 and 68 will help you.
- 3 Now you are going to think about what happens when you have a reflex action caused by someone coming up behind you, or making a noise, when you are not expecting it.
- 4 List all the things your body does.

body, arms, legs -
heart -
sound -
breathing -

- 5 Try to decide why each of these reactions happens. Talk about it with others if you are not sure. Add the reasons to your list.

body, arms, legs - jump, getting ready to run in case there is danger

heart -
sound -
breathing -

- 6 Turn your list into sentences using causal connectives.

You breathe more rapidly in order to take in more oxygen. This means you are very awake and are ready to move quickly if you have to escape.



- 7 Decide on a heading for your explanation.

Why do we jump at sudden noises?

- 8 Answer your question with a general answer by completing these sentences.

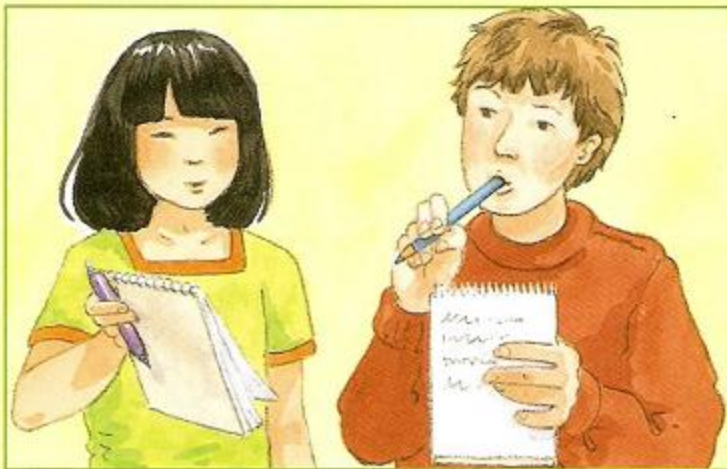
Jumping at unexpected movement or noises is a reflex...

Reflex actions are...

- 9 Now go on to complete a first draft of your explanation. You can add details by using the causal sentences you have created in step 6.

When we have this kind of reflex action several things happen...

- 10 Discuss your draft with a friend and revise it if necessary.



- Is it clear?
- Does it give reasons for the actions?
- Does anything need further explanation?

- 11 Edit your spelling and punctuation.

- 12 Complete a final version of your explanation.



Glossary

- accent** The way a person pronounces what they say. Speakers used different accents depending on their origins and the situation in which they are speaking. Not to be confused with **dialect**.
- active voice** A sentence or phrase in which the subject is the person or thing doing or being the verb. EXAMPLE: The man **ate** the cake.
A passive sentence or phrase is one in which the subject is being acted on by the verb. EXAMPLE: The cake **was eaten** by the man.
Passive forms occur in formal writing and scientific reports.
- adjective** A word that goes with a noun and tells us about it. EXAMPLE: a **blue** balloon. A comparative adjective can be used to compare nouns. EXAMPLE: The boy was **bigger** than his friend. A superlative adjective can be used to compare something with all the others. EXAMPLE: The boy was the **biggest** in the class. A possessive adjective describes who the noun belongs to: mine, his, her, your, their.
- adverb** A word that tells us about a verb. Some adverbs have the suffix -ly. EXAMPLE: happily. Common types of adverbs include adverbs of:
Degree adverbs which modify another adverb: more, very
Manner softly, happily
Time soon, now
Place here, there
- agent** In a sentence the agent is the person or thing performing or being the verb. EXAMPLE: The boy pushed Bob. The boy is the agent.
In a passive sentence the agent may be indicated using 'by'.
EXAMPLE: Bob was pushed by the boy.
In a passive sentence the agent may be left out to make the writing less personal. EXAMPLE: Bob was pushed.
- agreement** In sentences some words or phrases are linked in meaning. This means they agree in terms of:
Tense yesterday we went out
Number the dogs ate their dinner
Gender the girl picked up her coat
Person I want my mum!
- apostrophe** An apostrophe is a mark used to show that a letter has been left out. EXAMPLE: he is can be written as he's
Apostrophes are also used to show ownership. EXAMPLES: the cat's bowl (one cat), the cats' bowls (more than one cat).
- argument** A written argument makes a point and gives evidence to support it.
- autobiography** A life story of a person written by that person.
- auxiliary verb** See **verb**. Usually the verbs to be, to have or to do.
- biography** A life story of a person written by another author.
- bracket** A punctuation mark used to indicate **parenthesis**.
- bullet point** A punctuation mark used to emphasise items in a list.
- cast list** A list of characters in a play.

character	A character is an individual in a story, play or poem. The things characters do and say tell us what they are like.
chronological order	Chronological order is the order in which events happen. Chronological writing is written in time order. EXAMPLE: an account of a day that starts in the morning and goes through to the evening.
clause (main and subordinate)	A distinct part of a sentence including a verb. A main clause makes sense on its own. A subordinate clause adds detail to the main clause but does not make sense on its own. EXAMPLE: Although it was foggy, I went out. (subordinate clause) (main clause)
colon	A punctuation mark used to introduce a list. It can also be used to introduce a quotation, or a second clause which expands the first.
comma	A punctuation mark used to break up sentences so that they are easier to understand. Commas are used to separate items in a list that is part of a sentence. EXAMPLE: I bought eggs, fish and some chocolate. Commas are also used to separate clauses. EXAMPLE: Although she is old, the cat is beautiful. Commas can be used for parenthesis (embedding extra information in a sentence). EXAMPLE: The cat, which was very old, was sitting on the mat.
command	A type of sentence that tells someone what to do. Uses imperative verbs.
common gender words	A word which can refer to men, women or both. EXAMPLE: passenger, doctor
complex sentence	See sentence
compound word	A word made from two other words. EXAMPLE: footpath
conjunction	A word used to join sentences or parts of sentences. EXAMPLES: and, but, then, because
connective	A word or group of words, which links sentences or parts of sentences. EXAMPLES: and, then, but, even, so
dash	A punctuation mark used in a number of ways. For instance, instead of brackets or commas for parenthesis . In informal writing or notes a dash is used to replace other punctuation.
definition	A statement giving the meaning of a word or phrase.
description	Words which enable the reader/listener to form an idea of an object, event or feeling.
dialect	Variations in grammar and vocabulary of spoken or written English which reflect the speaker's origins or situation.
dialogue	Speech between two or more people.
direct speech	Speech written exactly as it is said. In books this is usually in speech marks. In a playscript direct speech is not placed in speech marks.
event	Something which happens.
exclamation	A type of sentence that expresses feeling. Exclamations end with an exclamation mark. EXAMPLE: Help me, please!
exclamation mark	A punctuation mark used at the end of a sentence to indicate strong feelings. EXAMPLE: Help!

first person	The first person pronoun is I . In writing it is used when the writer is writing about him or herself.
formal language/ informal language	Formal language is the speech and writing we use for people we do not know well. EXAMPLE: How do you do? Informal language is the language we use to people we know well. EXAMPLE: Hi!
full stop	A mark used to end a sentence when the sentence is not a question or exclamation. EXAMPLE: The cat sat on the mat.
headline	A prominent heading.
imperative	An imperative word commands or tells the reader or listener to do something. EXAMPLE: Run over there.
metaphor	A metaphor is when the writer writes about something as if it were something else. EXAMPLES: Food for thought. Rise and shine.
narrator	The person whose voice is heard in a novel or story. The narrator can be one of the characters speaking (first person) or someone speaking about the characters (third person). In a play the narrator may speak about what is happening to the characters on stage.
noun	A word that names a person, feeling or thing.
paragraph	A section of a piece of writing which marks a change of focus, time, place or speaker in the writing. A paragraph begins a new line.
parenthesis	Embedding extra information in a sentence using commas, dashes or brackets. EXAMPLES: The cat, which was very old, was sitting on the mat. The cat - which was very old - was sitting on the mat. The cat (which was very old) was sitting on the mat.
passive	See active voice
phrase	Two or more words which act as a unit.
playscript	A playscript displays dialogue clearly so that actors can read it. Stage directions tell actors how to behave.
plural	More than one.
preposition	A word telling us about the place of nouns or pronouns. EXAMPLES: on, under, in
present tense/ past tense	See tense .
pronoun	A word used instead of a noun or noun phrase to avoid repetition in a sentence. EXAMPLE: The cat was old but she was sprightly. Personal pronouns: I, me, we, us, you, they, them Possessive pronouns: my, your, their, his, hers
proper noun	A words that names a particular person, thing or feeling. Proper nouns begin with a capital letter. EXAMPLES: Christmas, London, Jamilla
question	A sentence which needs a response. It ends with a question mark. EXAMPLE: What is your name?
question mark	The punctuation mark at the end of a sentence.
recount	A text which retells events for entertainment and/or information. Written or told in the past tense.

reported speech	A report of what has been said, not in the exact words of the speaker.
rhyme	Words that sound the same at the end when spoken, but may not be spelt the same. EXAMPLES: cat/bat; pain/mane
rhythm	The pattern of sounds within a piece of writing. The 'beats' in a line of poetry.
semi-colon	A punctuation mark which separates phrases or clauses in a sentence. It is used to separate items in a list (when the item is more than one word). A semi-colon also acts as a connective between two clauses of equal weight in a sentence. EXAMPLES: It was a dark night; the moon hid behind a cloud.
sentence	A unit of written language which makes sense on its own. Simple sentences have one clause. EXAMPLE: The cat sat on the mat. Complex sentences have a main clause and a subordinate clause. EXAMPLE: The cat sat on the mat, licking its paws. Compound sentences have two clauses joined by a conjunction. EXAMPLE: The cat sat and chewed its tail.
simile	A sentence or group of words which compares something to something else. EXAMPLE: He was as free as a bird.
singular	One of something.
slogan	A sentence or group of words which aims to grab our attention. EXAMPLE: slip, slap, slop
speech marks	The inverted commas that go around what is actually said in direct speech. EXAMPLE: "I want my teddy," said the little boy.
stage directions	Words, phrases or sentences in a playscript which tell actors how to behave or speak.
statement	A type of sentence which tells us something. EXAMPLE: I am called Jane. One of four sentence types.
subordinate clause	See clause
suffix	An ending that is added to a word. A suffix can change a word from singular to plural (EXAMPLE: box/boxes); can change the tense of a verb (EXAMPLE: jump/jumped) or can change the function of a word (EXAMPLE: teach/teacher).
summary	A short piece of writing which contains the important points from a longer piece.
tense, past tense, present tense, future tense	Tense tells us when something is happening. Past tense: Something has already happened. EXAMPLE: I sat down. I was sitting down. Present tense: Something is happening now. EXAMPLE: She is sitting down. She sits down. Future tense: Something which will happen. EXAMPLE: She will sit down.
title	The heading which tells us what the writing is about.
verb	A verb is a word or phrase that tells us what people are doing or being. EXAMPLE: The girls ran away. A verb phrase may have a main verb and auxiliary verbs. EXAMPLE: The car can be washed after the trip. 'Can' and 'be' are auxiliary verbs. 'Washed' is the main verb.

OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP

Oxford University Press is a department of the University of Oxford and furthers the University's aim of excellence in research, scholarship, and education by publishing worldwide in

Oxford New York

Auckland Bangkok Buenos Aires Cape Town Chennai

Dar es Salaam Delhi Hong Kong Istanbul Karachi Kolkata

Kuala Lumpur Madrid Melbourne Mexico City Mumbai Nairobi

São Paulo Shanghai Singapore Taipei Tokyo Toronto

with an associated company in Berlin

Oxford is a registered trade mark of Oxford University Press

© Jane Medwell and Maureen Lewis 2000

The moral rights of the authors have been asserted

First published 2000

10 9 8 7 6 5 4 3

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press. Within the UK, exceptions are allowed in respect of any fair dealing for the purpose of research or private study, or criticism or review, as permitted under the Copyright, Designs and Patents Act 1988, or in the case of reprographic reproduction in accordance with the terms of the licences issued by the Copyright Licensing Agency. Enquiries concerning reproduction outside these terms and in other countries should be sent to the Rights Department, Oxford University Press, at the address above.

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out or otherwise circulated without the publisher's prior consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

British Library Cataloguing in Publication Data

Data available

Illustrated by: Tim Clarey, Kate Davies, Nick Hawken, Bethan Matthews, Uwe Mayer, Shelagh McNicholas, Patricia Moffett, Wendy Sinclair and Mike Spoor

Photographs by: National Library of Jamaica (p6), Popperfoto (p37), Sally Anne Thompson/Animal Photography (p46-47), Corbis UK Ltd (p51 top right), Image Bank (p51 bottom left), Oxford Scientific Films/A Bailey (p69), Robert Opie Collection (p71).

Cover photograph by: Stock File

Acknowledgements

We are grateful to the following for permission to reproduce copyright material in this book.

Bloomsbury Publishing plc for extracts from *Reor: Animal Rights Handbook for Kids* by Peter Hoggarth (1996); Channel Four Learning for extracts from *Mary Seacole* by Christine Moorcroft and Magnus Magnusson (1998); Devon County Council Environment Department for extracts from Devon Recycling leaflet 'How You can Reduce Your Waste'; Egmont Children's Books Limited, London, for extract from *Wir Horse* by Michael Morpurgo (first published by Kaye & Ward, 1984); Kingfisher Publications Plc for extract from *The Kingfisher Book of How Things Work* by Steve Parker, copyright © Grisewood & Dempsey 1990, all rights reserved; London Evening Standard via Solo Syndication Ltd for article 'Tails fan anti-docking debate' by Peter Gruner from Evening Standard, 9 March 1999; William Oxley for 'A Modern Witch' first published in *Poetry 3* edited by Moira Andrews (Macmillan, 1987), to be published in *Firework Planet* by William Oxley (Acumen Publications, 2000); Oxford University Press for extracts from *Macbeth*, Oxford School Shakespeare edited by Roma Gill (1988); and extracts from *Bridget and Neil Ardley: The Oxford Children's A-Z of the Human Body* (1996); Penguin Books Ltd for extract from *Carrie's War* by Nina Bawden (Puffin, 1974), copyright © Nina Bawden 1973; and for extract from *Goodnight Mr Tom* by Michelle Magorian (Kestrel, 1981), copyright © Michelle Magorian 1981; The Random House Group Ltd for front cover of *Boy & Going Solo* by Roald Dahl (Omnibus edition, Jonathan Cape 1992); Usborne Publishing for extracts from Richard Dungworth and Philippa Wingate: *Famous Women from Nefertiti to Thatcher* (1997); and from 'Mother Seacole's Balaclava Boys' from Paul Dowsell: *Tales of Real Heroism* (1996).

ISBN 0 19 915553 4

Printed in Hong Kong

From
reading
to writing

Launch into Literacy

Launch into Literacy is a structured five-book course for 6–11 year olds. The course presents a range of texts for children to study as models for their own writing, and contextualized activities at text, sentence, and word level. It is ideally suited for use in literacy lessons with whole class and group activities, and covers the requirements of the National Curriculum, the National Literacy Strategy, and the Scottish 5–14 English Language guidelines.

Book 4 offers:

- ◆ five planned units of work, each focused on one text type or genre: writing to inform, to express, to entertain, to discuss and to explain, giving pupils a thorough introduction to the way different genres work
- ◆ study of exemplar texts with activities to teach the language knowledge and skills needed to write a final text of the same genre
- ◆ focused language activities involving comprehension, composition, grammar, punctuation, and word work in each unit
- ◆ a simple glossary of language terms.

Book 4	ISBN 0 19 915553 4
Teacher's Guide 4	ISBN 0 19 915716 2
Book 4 Demonstration Posters	ISBN 0 19 915872 X

Orders and enquiries to Customer Services:
tel. (01536) 741171

OXFORD
UNIVERSITY PRESS

ISBN 0-19-915553-4



9 780199 155538